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May, 1898, to April, 1899.

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INDEX TO VOLUME IV.

May, 1898, to April, 1899.

A Course of Reading for Children—*George Griffith, in the Educational Review*... 497
A Deaf Child—*Nina Claus*.. 106
Anglo-Saxon Superiority..... 314
A Parents' and Children's Club — *Miss Bernard Ginsburg*..... 148
A Plea for the Old School Reader — *Augusta Betts Kortrecht*..... 215
A Practical Problem for Child Study—*Nina C. Vandewalker*..... 279
A Year in the Kindergarten—*Elizabeth Hammers*..... 415

BOOK REVIEWS.

American Indians..... 631
Carpenter's Geographical Reader—North America. 318
Child Culture in the Home. 124
Child Stories and Rhymes. 446
Child-Study of the Classics 255
Classified Reading..... 629
Complete Language Lessons..... 62
Elementary English — Elements of Grammar and Composition..... 632
Fables and Rhymes, Book I 125
First Book for Little Folks 191
Four Great Americans..... 444
Fridtjof Nansen..... 447
Geographical Nature Studies..... 383
Harold's Rambles..... 630
History Reader for Elementary Schools..... 630
How to Teach Reading in the Public Schools..... 447
Nature Study by Months.. 253
Nature Study in the Elementary Schools..... 192
Odysseus, the Hero of Ithaca..... 631
Paleface and Redskin..... 445
Plato the Teacher..... 444
Plants and Their Children. 629
Pollard's Advanced Reader 125
Psychology for Teachers... 447
References for Third Grade Teachers..... 63
Rex Wayland's Fortune.... 252
School Reading by Grades. 318
Schoolroom Plays..... 383
Songs of Life and Nature.. 446
Talking with the Pencil.... 127
The Beginner's Book of Vocal Music..... 126
The Boy Mineral Collectors 446
The Boys of Old Monmouth..... 445
The Development of the Child..... 126
The Hiawatha Primer..... 443
The Meaning of Education and Other Essays and Addresses..... 61
The Story of the English.. 254
The Student's Standard Dictionary..... 127
The Words of Abraham Lincoln..... 576
Transactions of the Illinois Society for Child Study, Vol. III, No. 1..... 124
Uncle Sam's School Songs. 62
Wheeler's Graded Studies in English..... 197
Care of Children's Teeth—*G. M. Phelps, D.D.S*.... 225
Causes of Minor Mental Abnormalities — *Translated by C. C. Van Liew*, ...2, 88, 130, 342, 391, 530
Children and Realities—*Mrs. Mary R. Baldwin*..... 411

Children's Joys and Sorrows *Mabel F. Stryker*..... 217
Children's Literature — *Amelia D. Alpiner*..... 347
Child - Training — *Amy C. Scannell*..... 593
Co-operation of Home and School..... 552
Defective Vision—*E. A. Peck, M. D*..... 100

EDITORIALS.

A High Honor Worthily Bestowed..... 582
Alfred Bayliss..... 321
Among the Books..... 390
An Interesting Experiment. 515
Announcement..... 168
Are Evening Schools a Nuisance..... 260
Art in the Schoolroom..... 579
Bring the Parks into School 197
Chicago Record Free Lectures..... 42
Children of the State...325, 385
Children's Money Sense... 328
Child-Study..... 171
Child-Study in the Chicago Schools..... 513
Commendable Co-operation 515
Commercial High School for Chicago..... 322
Continuous Session Idea... 45
Criticism Without Science. 389
Dark Closet versus a Spanking..... 388
Domestic Science in the Schools..... 168
Dr. Charles Van Liew..... 41
Dr. Groszmann's Articles.....257, 514
Dr. Van Liew's Articles.... 264
Dr. W. Xavier Sudduth.... 109
Education in the United States..... 197
Illinois State Teachers' Association, Springfield, Dec. 27-29, 1898..... 264
Illiteracy in North Carolina 193
Language Teaching from a Child-Study Point of View 389
Lock Step Promotion..... 170
Meeting of the Department of Superintendents..... 389
National Congress of Mothers..... 42
New National University.....170, 199
Northern Illinois Teachers' Association..... 265
Object Lesson Given by the Chicago Woman's Club.. 44
Overcrowded Schools..... 196
Physical Training—Shall it be According to Bodily Weight or School Grade? 257
President McKinley and the Children..... 261
Prevention of Mental Abnormalities in Children.....385, 515
Privilege and Duty of City Schools..... 386
Program of the Illinois State Teachers' Association..... 329
Public Kindergartens..... 196
Punishment of Children... 387
Reports from State Meetings..... 390
School Admissions Fifty Years Hence..... 577
School Children's Savings Banks..... 580
School of Psychology..... 582
Schools Rather than Police Courts..... 197
Should Boys Fight? Yes.. 194
Spanish in the Public Schools? No..... 198
Summer Schools for Physical Training..... 114
Teaching Morality..... 111
The Deceit of it All..... 388
The New York Society for Child-Study..... 580
The School Improvement League of Maine..... 578
To Save Pennies..... 324
Training of Feeble Minds.. 262
Vacation School Excursions 170
Vacation School Studies... 169
Essie, the Pride of the School —*Mary Riley*..... 84
Getting Acquainted..... 164
Language Teaching from a Child-Study Point of View —*Maximilian P.E. Groszmann*.....266, 354, 489, 548

Little Ted's Lesson..... 312
Minor Mental Abnormalities in Children as Occasioned by Certain Erroneous School Methods—*W. O. Krohn*..... 201
National Educational Association..... 107
Nervous and Backward Children—*W. Xavier Sudduth*.....25, 157
Nervousness and Fatigue in Schoolroom—*Mrs. S. E. Ware*..... 517
New Phases of Child Study—*G. Stanley Hall*..... 35
Our Little Men and Women—*Margaret E. Sansom*... 288

POETRY.

A Boy's Opinion—*E. C. Dowd*..... 290
A Character..... 108
A Day and a Night—*George E. Bowen*..... 341
A Little Stranger—*Arthur J. Burdick*..... 624
A Mother—*Morgan Groth*.. 250
A Paternal Wail..... 572
A Scientific Grandpa—*Margaret Johnson*..... 496
God's Flowers—*Irene Bailey* 246
How Good It Is You Live with Us—*Frances E. Bolton*..... 249
I Got to Go to School..... 583
Illinois..... 265
Jack's Point of View..... 245
King and Queen..... 138
O, Come, Let Us Live with Our Children — *Elmer Playter Seabury*..... 67
Our Children—*Frances E. Bolton*..... 83
Songs in the Day—*Morgan Groth*..... 592
Take Heed that Ye Despise Not—*Morgan Groth*..... 402
"Tee What I Dot at de Tinderdarten"..... 16
The Boy and the Star—*Ethel Maude Colson*. 511
The Bravest Sailor of All— 129
Ella Wheeler Wilcox..... 129
The Dewdrop and the Rose—*Blanche Devine*..... 256
The Drawing Out Process—*Elihu Bowles*..... 521
The Funder Man and Rain Man—*James Courtney Challiss*..... 278
The Lost Child—*R. C R.*. 573
The New Boy — *Harrison Eastman Patten*.....
The Night of the Flowe *Blanche Devine*..... 248
The Soldier—*Blanche Devine*..... 167
To an Infant — *Emily Hazard Spafford*..... 529
When Company's Come—*Mary White Slater*. 87
While the Heart Beats Young — *James Whitcomb Riley*..... 317
Who's Afraid in the Dark?. 442
Public Playgrounds..... 166
Pupils' Interest as Influenced by the Teacher—*Walter Lydenberg* 139
Report of the Work Done in Child Study — *Derexa Morey-Errant, M.D.*..... 153
School Grounds..... 316
Story of the Chestnut Burr—*Mary R. Parkman*..... 424
Schools in Santiago..... 251
Teaching Defective Children—*Nettie Baker*..... 584
The Domestic Training of Our Daughters — *Jean Sherwood Rankin*..... 332

THE EDUCATIONAL CURRENT.

Abram Brown's Way..... 46
A Contribution to Child-Study Literature..... 616
A Curious Little World.... 56
A Device in Government.. 56
Against Corporal Punishment..... 185
A Good Citizen..... 367
A Good Scheme! But This One Beats It..... 185
A Little Nonsense Now and Then is Relished—even by Teachers..... 239
Amen and Amen.....52, 178

An Important Educational Factor..... 240
Anti-Vaccinationists..... 243
A Queer Machine..... 373
Arbor Day..... 611
Are We to Founder on the Same Shoals..... 295
Art in the Chicago Schools. 564
Art in Life's Spring-time... 561
Art Supplies Enjoyment as Well as Sustenance..... 559
Bad Air Makes Bad Eyes and Bad Tempers..... 239
Begin at the Source..... 621
Best of Reasons 175
Cardboard Libraries..... 571
Children's Own Arguments in Favor of Art..... 563
Child Study or Genetic Psychology..... 182
Circulating Library of Pictures..... 564
Clouds of Insects..... 377
College for Teachers..... 184
Concerning School Apparatus..... 46
Countries with Colonies must Have Schools of Commerce..... 296
Culture Value of Reading...619
Don't Do Too Much 565
Educate the Child's Muscles as Well as His Brain..... 619
Education Knows No Age.. 555
Education of Dependent Children 569
Education of The Deaf.... 180
Educational Exhibit at the Paris Exposition..... 612
Effect of Art on Environment..... 560
Excessive Fatigue Is Poisonous..... 621
Exhibit Regulations 614
Exhibit to Be Practical in Character..... 615
Free Text Books.....567, 622
Fresh Beef Instead of Canned Meats..... 620
Friday Afternoon Play 181
From High School to College 116
General Notes on Education in the United States and in Countries with Which She Is Dealing... 291
Give Us Art as Well as Manual Training..... 558
Good Memory Work..... 47
Greatest Need of the Country..... 175
High School Extension.... 555
Historic LaSalle 572
How Can Any Abridgment Be a Wise One..... 234
How It Looks in Boston... 51
How to See Sound..... 375
If We Expand..... 295
Illinois State Teachers' Association and the Travelling Library..... 505
Lessons of the Pictures.... 559
Library and School..... 509
Literature Before the Alphabet..... 242
Los Angeles in July..... 623
Make Full Use of School Plants..... 506
Manual Training for Incorrigibles..... 372
Manual Training to the Front 118
Memorable Dates of the War..... 298
Military Plays..... 371
Moral Effect of Playgrounds..... 369
New Educational Problem. 241
Nikola Tesla's Latest Miracle 377
Noble Gift to Glenwood... 569
Northern Illinois Teachers' Association..... 365
Not Facts but the Purport of Facts..... 43
Not On the Wane, Apparently..... 237
November Meteors.... ... 379
Official Directory of the United States 300
On the Ventilation of Schoolrooms 177
Our Motto.....505, 554, 610
Our Pilgrim Fathers..... 116
Our Working Motto..... 425
Penny Savings Banks in Schools 54
People are Starving Who do not Lack Bread.....
Place of Child Study in the Science of Education.... 50

Political Education of the World is Progressing.... 429
Part of Women's Clubs in this Zeal for Culture.... 571
Porto Rico..... 294
Priceless Tonic Without Money and Without Price 118
Public Schools..... 53
Public Schools of Japan... 234
Pupils' Work..... 614
Real Teachers and Parents 619
Requisites of a Good School Director..... 174
Rural Libraries 508
School Baths..... 371
Short Sermon from a Good Text..... 48
Self-government..... 617
Simple and Convenient Method for Demonstrating the Circulation of the Blood in the Capillaries. 374
Snobbery not American... 368
Some Pertinent Suggestions 178
Something to Think About. 367
Speech for the Speechless. 429
State Uniformity of Text-Books.....
Study or Baby Bonnets... 238
Teaching of Morality..... 49
Teach Them to Read, Rather Than How to Read..... 507
Telling Commentary..... 374
The Child Needs a Parent as well as a Teacher—*John W. Cook*..... 618
The "Intelligence" Gives This Advice..... 181
The Man Who Thinks..... 181
The One Great Aim of the Public School System... 49
The Open Door 620
The Tool or the Brain that Drives It..... 237
The Truant School Bill ... 622
Things Detrimental to the Child 557
Three Interviews with Fate 55
Three R's Not All of Education..... 241
Too Much for Headgear... 566
To the School Children.... 610
Truant School 373
Unite the Country Schools. 555
Vacation Schools 186, 623
Value of Artistic Decoration 562
What Children Need..... 51
What Is It to Be Educated 619
What Shall We Do With Our Successes 427
Why Child-Study Has Been Ridiculed..... 615
Why Not Use Our Public Buildings 365

The Feeding of Infants—*Archives of Pediatrics*.... 146
The Kindergarten and Older Children—*G. A. Stuart*.. 403
The Kiwi's Story—*F. D. New* 604
The Modern Child—*Archives Pediatrics*..... 146
The Period of Adolescence—*Jeanette W. Hall*..... 68
The Stone which the Builders Rejected—*Mary Hyde* 544
The Treatment of Minor Mental Abnormalities—*C. C. Van Liew*..... 595
The Troublesome Child in School, Proceedings of the Kansas Society for Child Study—Principal Myers' Paper, Miss Warner's Paper, Superintendent Hull's Paper, Superintendent Glotfelter's Discussion, Superintendent Dolphin's Discussion, Superintendent Lowther's Discussion, President Taylor's Discussion, Professor Olin's Discussion..... 451
"The Two Orphans"—*John Jayfred*..... 361
Tom—*Helen R. Wells*..... 284
Tom—A Child Study—*Edith M. Shortt*..... 98
Topical Syllabi for Child Study—*J. M. Barrow—Louise Maitland*..... 17
Topical Syllabi for Child-Study—*G. Stanley Hall or Tilmon Jenkins*..... 608
Under the Roof-Tree—*Mary E. Q. Brush*..... 522

Vindictive, Religious, and Other Ideas Shown by a Child of from Three to Six Years of Age—*Charlotte S. Martindale*..... 20

Wholesome Reading for Healthy Children—*Oliver Wendell Holmes* 409

Workings of the Child Mind 59, 188, 245, 303, 381, 433, 511, 573, 625.

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CONTENTS FOR MAY, 1898.

POETRY, - - - - - - - - - - - *Selected* 1

MINOR MENTAL ABNORMALITIES IN CHILDHOOD,
C. C. Van Liew, Ph.D. 2

"TEE WHAT I DOT AT DE TINDER DARTEN." (POEM)
Frances Eugenia Bolton 16

TOPICAL SYLLABI FOR CHILD-STUDY,
J. M. Barrow, Louise Maitland 17

VINDICTIVE, RELIGIOUS AND OTHER IDEAS, SHOWN BY A CHILD FROM THREE TO SIX YEARS OF AGE,
Charlotte Sherwood Martindale 20

A SUPERINTENDENT'S QUESTIONS, - - *Irwin F. Mather* 22

NERVOUS AND BACKWARD CHILDREN, - *W. Xavier Sudduth* 25

NEW PHASES OF CHILD-STUDY, - - - *G. Stanley Hall* 35

EDITORIAL—
- Dr. Charles C. Van Liew, - - - - - - - - 41
- National Congress of Mothers, - - - - - - 42
- Free Lecture Courses, - - - - - - - - 42

THE EDUCATIONAL CURRENT—
- Abram Brown's Way, - - - - - - - - 46
- Concerning School Apparatus, - - - - - - - 46
- Good Memory Work, - - - - - - - - 47
- A Short Sermon From a Good Text, - - - - - 48
- The Teaching of Morality, - - - - - - - 49
- The One Great Aim of the Public School System, - - 49
- The Place of Child-Study in the Science of Education, - 50
- What Children Need, - - - - - - - - - 51
- How It Looks in Boston, - - - - - - - 51
- Amen and Amen, - - - - - - - - - 52
- The Public Schools, - - - - - - - - 53
- Penny Savings Banks in Schools, - - - - - 54
- Three Interviews With Fate, - - - - - - 55
- A Device in Government, - - - - - - - - 56
- A Curious Little World, - - - - - - - 56

WORKINGS OF THE CHILD-MIND, - - - - - - - 59

AMONG THE BOOKS, - - - - - - - - - 61

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A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.

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Racine, Wis., Feb. 5, 1898. IDA M. MAVOREY.

Find inclosed $1.00 for which please send me the CHILD-STUDY MONTHLY, beginning with February number.
Hermanville, Miss., Feb. 2, 1898. GEORGIA ROGERS.

I frequently find much in it that is of interest and value to me.
Albany, N. Y., Feb. 15, 1898. A. S. DOWNING.

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The Child-Study Monthly

Vol. IV MAY, 1898. No. 1

"The child-heart is so strange a little thing—
So mild—so timorously shy and small,
When grown-up hearts throb, it goes scampering
Behind the wall, nor dares peer out at all!
It is the veriest mouse
That hides in any house,
So wild a little thing is any child-heart!

"Child-heart! mild heart!
Ho, my little wild heart!
Come up here to me out o' the dark,
Or let me come to you!"

—*James Whitcomb Riley.*

"The happiest heart that ever beat
Was in some quiet breast
That found the common daylight sweet,
And left to heaven the rest."

—*John Vance Cheney.*

"The year's at the spring,
The hillside's dew-pearled,
God's in his heaven,
All's right with the world."

—*R. Browning.*

"On two days it steads not to run from thy grave:
The appointed and the unappointed day.
On the first, neither balm nor physician can save:
Nor thee on the second, the Universe slay."

—*Emerson.*

Minor Mental Abnormalities in Childhood.

(Translated by C. C. Van Liew, Ph.D., Los Angeles, Cal.)

TRANSLATOR'S PREFACE.

MANY children are born into the world with physical tendencies, either inherited, or acquired through disease and imperfect nutrition, which offer serious problems to those who must care for their right physical development. It is a fact, too manifest to require argument, that a knowledge of these abnormal physical tendencies is quite essential to the preservation, by education, of a state of physical health and to the development of the body from a greater to a less susceptibility to its abnormal tendencies. Thus, for example, climate may be selected so as to avoid the cultivation of the natural sensitiveness of one child's throat, or persistent attention to the food and regularity of another may overcome the habit of constipation and establish a right habit. Examples in which a knowledge of physical disposition, including pathological tendencies, may defend and strengthen the child's health, are numerous. But less frequently do we reason thus with respect to the child's mental life. Slightly abnormal tendencies appear here just as often as in the merely physiological functions; and it is equally true, that while these predispositions to abnormality probably would not, in the great majority of cases, assume any alarming development, a knowledge of them puts it more thoroughly in the power of the educator to approximate a healthy and satisfactory development of the individual. It is this thought that leads me to offer to the readers of THE CHILD-STUDY MONTHLY a translation of J. Trüper's "Psycho-pathische Minderwertigkeiten im Kind-

esalter," a work that aims to be simple, suggestive and instructive to teacher and parent, while not claiming to be technical or exhaustive. The author has spent years in the study of this subject and in the founding and establishment of an institution, on Sophienhöhe at Jena, Germany, for the education of children whom some slight abnormality has rendered difficult to train.

[NOTE.—The numerals in the text that follows indicate references in the literature of the subject. These references will all be published together at close of the series of articles composing this translation, instead of being printed as foot-notes.—ED.]

I.—THE PROBLEM.

"Psychopathische Minderwertigkeit"* is an expression that will be new to most readers. It *is* new, in fact, and was first brought into use by the director of the State Insane Asylum at Zwiefalten, Dr. Koch(1). But not only is the name new, but the content of the conception for which it stands presents a new system of nervous and psychic anomalies which Koch has sought to separate as an independent field within the limits of psychiatry and neurology and to define and place in the right light. Under the term "minor mental abnormalities" are included "all, either inherited or acquired, mental irregularities which influence the personality of the human being and which even in bad cases still present no mental disease, although they prevent persons whom they afflict from appearing to be in full possession of mental normality and power" (2).

Such irregularities are to be found not only in adults, with whom Koch is chiefly concerned, but quite as often, if not more often, in childhood, even during the life of the sucking infant, as Dr. A. Römer (3), specialist in nervous diseases at Stuttgart, has shown.

But their occurrence even here by no means signifies that the entire mental life of those concerned must be inferior or that the entire mental personality, as such, must be of a low

* An expression herein freely translated as "minor mental abnormality."

calibre. Not a few children showing minor mental irregularity, however, although they are injured and limited in themselves, still far surpass other normal children of the same age, children with more vigorous brains, in many mental achievements. And yet they are not in the same mental condition as these. There is in their general conduct something that distinguishes them from the average of those of their age, that renders all such peculiar in themselves, and many of them very striking. Still others gradually take on weaknesses and faulty characteristics which they did not have before. Yet in neither case could they pass as weak-minded or mentally diseased, in the proper and ordinary sense of the terms. Their hardships, perversities and deficiencies, indeed, often throw obstacles of many kinds in the way of their activity that require very great attention, and that render them from infancy difficult to educate in so far as any attempt to train them in accordance with the curricula and methods prescribed for normal children is concerned. But though the difficulty may be great, they are still not so weakened, fettered or limited, as to have sacrificed their freedom of will-activity, as is true, *e. g.*, in obstinate cases of idiocy, epilepsy and other mental diseases properly so-called.

Minor mental abnormalities, in contradistinction to the failings and perversities of healthy children, which Strümpell seeks to distinguish sharply from the former in his "Pedagogische Pathologie," rest upon some inherited or acquired inferiority in the constitution of the brain or the nervous system in general, although frequently only upon a functional abnormality without demonstrable organic change. These cases therefore also often exhibit physical irregularities as concomitant phenomena.

Whatever deviates from the rule we are, in fact, accustomed to designate in a broader and more general sense as evidence of disease; on the other hand all that the educator designates, must designate, as error, is not always a deviation from the healthy norm and for that reason is not always

to be termed disease. Health has broad limits; besides the educator seeks his norms in higher realms than the naturalist and physician. He does not regard as his standard that which *is* the rule, but that which *can* and *should become* the rule. The lie, *e. g.*, in the eye of the teacher, is serious and yet not always something mentally abnormal. Healthy children also lie occasionally, which is certainly a grave failing but by no means an evidence of disease. On the other hand I know children that are mentally very abnormal, whose fear of untruthfulness bears the stamp, recognizable by everyone, of disease. A natural proneness to falsehood, or indeed the confusion of truth and falsehood, is, conversely, something decidedly abnormal. The healthy child can, through the free exercise of will, overcome an error, but a mentally defective child either can not do so, or at best only with far greater difficulty. In the latter case the possibility of education is not wanting, as Scholz appears to assume, but the treatment is far more difficult than in the case of normal children and requires an educator pedagogically and psychologically schooled and able to proceed with tact and insight. With this condition, education and remedial care working hand in hand, can bring about great improvements—in fact, generally more, according to my experience, than is to be hoped for from the physician's prognosis. So long, however, as the art of replacing the weakened or injured brain with a new, normally functioning one, has not been discovered, the omnipotence of education will remain an illusion of the abnormally philosophic pedagogue. But it is one thing to will to do *everything* for each child through education, and another fittingly to develop all healthy bents and powers that are given by nature, no matter how weak, to check the erroneous tendencies and to direct the child to that which is fitting, instead, as so often happens, of aiding error and disease by unsuitable treatment and letting them choke out the healthy.

But, unfortunately, an otherwise fruitful pedagogical literature, together with the system of public education, has

great neglect to boast of. For if pedagogy had made a deeper study of man in his pathological relations as well, many errors and hardships would have entirely disappeared from educational practice, many an unfitting choice of a life-calling would have been prevented and many a mental life saved (4). It is, therefore, easy to understand the request that I have frequently met from teachers and parents, from pedagogical and family journals, to devote what powers I have to a popular treatise in behalf of these family cares. It is with some pleasure that I undertake to answer this call, since the study of mental weaknesses and failings and their removal has become my life-task. But since, according to the philosophers, one only experiences and sees what he knows, and since the science of children's failings is still in its infancy, despite eighteen years of school-practice that have, at least apparently, made me acquainted with all possible perversities, I must proceed quite moderately, reserving until later more fundamental research into the typical forms of minor mental abnormalities as well as a theory of treatment based thereupon. But of one thing I believe I am sure—that all those who have ever had the welfare of any such child-nature at heart, will be thankful for that which I have to present, even if they should recognize in the typical cases all or a part of the traits of their own children. For I have only selected those examples that I have met repeatedly.

Let others dispute concerning the fitness of the expression, " minor mental abnormalities," or concerning the moral scruple against applying it to education or social life. On the other hand we gladly join Strümpell's (5) excellent and thorough exposition in the warning against regarding and designating as mentally or even slightly abnormal what is only a product of perverse training in home or school and is not primarily conditioned by changes in the nervous system, although it may beget them in time and thus produce pathological conditions.

We shall consider chiefly such failings and irregularities

as develop through psychopathic or neuropathic predisposition, the germs of which education brings to light, though often unconsciously, through the influence of home, the school system and society. This, then, in distinction from the related writings of Strümpell, Scholz and Siegert, shall be our special task—a task, however, which frequently coincides with that of the alienist in the works of Koch and Pelman, and with that of the specialist in children's diseases, as seen in Baginsky's "School Hygiene."

We therefore now approach the following questions: (1) as to how children designated as above are to be distinguished from the normal, (2) wherein lie the causes for the development of minor mental abnormalities, and (3) what ways and means there are either for avoiding the defective conditions or, where that is not possible, to better or cure them so far as may be.

II.—CHARACTERIZATION OF SOME PSYCHOPATHIC IRREGULARITIES.

Children with psychopathic predisposition are by no means rare. With many, this tendency remains in the stage of mere disposition. With others the tendency develops further into some form of psychopathic trouble that may increase to the point of psychopathic degeneration, or even become a case of psychosis; *i. e.*, a mental disease, properly so-called. The gamut of dispositions coincides with the entire breadth of mental soundness in its different degrees of strong and weak, good and bad tendencies, and only a trained observer would be able to distinguish whether noteworthy conditions are of a morbid nature or not. It occurs not infrequently that parents, particularly in the case of an only or a first-born child, either fail entirely to recognize an innate mental anomaly, or do so only later when at school the child appears to retrograde instead of to make progress.

To go further into the groups, forms and stages of mental irregularities in childhood, and to present their traits in detail, would carry me too far beyond the limits of our pres-

ent task. We shall content ourselves with a reference to Koch's excellent work (6).

On the other hand the reader is undoubtedly acquainted, through his own observation, with many of those peculiar children that are neither weak-minded nor mentally diseased, but that, nevertheless, often even in infancy (7), create a great deal of anxiety and difficulty both in their care at home and later in the work of education and instruction in school, although parents and teachers are not always certain just where to seek the real causes. Often both home and school seem at last helpless and at wits' end in the presence of such a child; one unfortunate attempt follows another, until finally the mental and moral irregularity has become so aggravated that the child of grief is beyond all possibility whatever of development into a useful member of human society, even of the family, and must be consigned, as degenerate or mentally diseased, to a special institution. If it were possible to secure the statistics of all nervously, mentally or morally weak, overstimulated, dull and inactive, or of the thoroughly degenerate and morally depraved children of the families of all social grades, one would soon comprehend how important and far-reaching a question is the study of the mental failings and of psychopathic irregularities in childhood, and of their educative treatment.

Heretofore we have had understanding and interest only for the mentally weak, those subject to what is called "arrested mental development," together with the still more pronounced forms of feeble-mindedness, or idiocy; and for this reason also we have called only institutions for such into being. But this form of mental irregularity is by no means the only one. It is also often not a primary, but only a secondary phenomenon, a sequel, of other anomalies. The latter is the case, for example, in "nervous weakness and irritability," which are usually present in cases of inherited psychopathic tendency. In order to characterize at least *one* of the many forms of psychopathic irregularity more

fully, let us sketch the symptoms of this in their different variations (8).

We find here first a mixture now of increased and then of decreased excitability of the nervous system and mind.

The excitability is increased—the child is therefore apparently very promising, "a bright child." But the excitation subsides unusually soon and in response to stronger stimulation and efforts the excitability even for a short time is lost. The children are then "exhausted." Since the sensibility is increased, all impressions either take effect too forcibly or are too lasting.

Next appears a morbidly increased sensibility of the sense organs. Even eyes, ears and the nerves of smell and taste are so stimulated by the impression that they "hurt," as one boy expressed it when a bottle of carbolic acid was held a meter from his nose, while another would give expression to no sensation whatever from the same stimulus. Andersen has set this off skillfully in the fairy story where the princess is made to feel through sixty-four mattresses that she is lying upon peas, and proverb ascribes to such hypersensitive people the power of "hearing the grass grow."

Such children cry and take on, therefore, from the slightest pain and suffer mortal fright when, for example, they are to be vaccinated, or when a thorn is to be drawn from the finger or a loose, decayed tooth removed. Under no circumstances can they look upon blood.

During instruction such a pupil regularly stops in the middle of a sentence; he must first count the strokes of the clock in a neighboring room which others seldom hear; only then can the sentence be completed. Hence side issues are often grasped thoroughly, while matters of importance are completely overlooked and missed. Close attention alternates regularly also with complete distraction.

The emotional life also is morbidly heightened and at the same time weakened. Blame, wounded ambition, loss

at play, put them out of humor beyond measure; the many suicidal attempts of children from such causes are well known (9). Every parting moves one to tears; another is seized with cramp-like attacks of joyous excitement whenever he sees anyone again who has been absent but a few days. Such children are, or easily become morbidly sad, rather weakly sentimental and sympathetic, stupidly sensitive and capriciously resentful, again excessively irritable and hot-tempered, generally foolishly anxious, fearful and timid. But on the other hand they are easily calmed if they can hold on to a finger or the tip of a garment. Fear of the dark, of imaginary thieves, robbers, of all sorts of animals, of blame, punishment, etc., often persist until late in life.

Sexual excitement is also pathologically heightened. Little children, especially those of the weaker sex, masturbate often to an alarming extent, and later in life the irritably weak school girls of our nervous metropolitan life fall prey, while the boys become excited at the sight of a petticoat or over obscene reading and practice excesses. The cases of irritably weak prematurity also frequently lead, as "unhappy love," to suicide.

The morbidly heightened excitability of the imagination leads them to form and break off with equal ease and rapidity fanatical attachments for all sorts of fantastical notions. They associate ideas boldly and rapidly, although without deliberation, and hence appear brighter and wittier than they really are. "Why does the snail drown in the water and the stone not?" I was asked by that equally excitable and weak eight-year-old boy, as he was told not to throw snails into the water. The same boy interrupts again and again every narrative with all sorts of questions; questions fitting as well as foolish and digressive. For example..."At Frau Holle's the maiden at last began to feel homesickness," says the narrator. "Homesickness! What is that?" he asks. "She cried and wanted to go home again." "Yes, I understand that, but what is homesickness?"...."Robinson suffered

severe hunger on his island." "But why doesn't he go to the baker and buy him some bread?" etc.

Not infrequently the praise elicited by the liveliness and brightness which the child displays, even in the cradle, renders the parents happy and proud; they are encouraged further to stimulate the child mentally and to let it be stimulated by teasing, caressing, playing, questioning and the like, until, in consequence of the overstimulation, it gradually becomes stupid.

In no less degree may volition and action both be weakened and at the same time rendered oversensitive to stimulation. A feeling, an idea that would supply no volitional impulse to one in health, leads in these cases at once to action that would with propriety be called heedless. There is wanting in such natures just that which is termed reflection—the inhibition in consciousness of the received stimulus. They resemble a wagon that must travel up hill and down with a brake that is not intact. In the presence of pleasurable emotions—*e. g.*, those associated with the sense of power—the will to do and efforts to do are increased in an alarming manner. The brake is wanting on the down grade. On the other hand, in cases of opposite emotional tone, appears a decided will not to do, and the ostensible inability to do. The brake is set on the up-grade and the wagon is not to be moved from the spot. Capricious in feeling and willing, heedlessness of action without the bad motive, are the order of the day.

This increased sensibility is prolonged in the dream-life at night. Such children dream often and much under conditions of unusual excitement. They toss about in the bed, throw off the covers, sit up erect, display twitchings of the muscles, make faces, cry out, groan and chatter a great deal. Not infrequently also they regard the dreams as more or less real and the hallucinations persist upon waking.

Koch very aptly remarks that the irritably weak-nerved,

especially those who are also irritably weak in mental life, are in greater danger than those who are simply irritable of receiving grave injuries from an unsuitable method of education, particularly if in the beginning the irritability alone appears to be present and is associated with traits that cause the children to appear very promising. Then the weakness lurks in concealment and comes to light only at the first good opportunity—as, *e. g.*, upon overloading with subject-matter of instruction that is not understood. "Not infrequently this weakness appears as a dismal torpidity, staggering to those unacquainted with the nature of these cases, as a decline of the marvelous child to the common and below the average, as complete degeneration; indeed, in pronounced psychosis, the decline is the earlier and the more certain, the less the condition of affairs is understood, and the children, instead of being spared and turned over to special treatment, are still further urged on, overstimulated and overexcited—the children with the glittering mental gifts that have become their destruction, because the true nature of the facilities they possessed and their gaudy prematurity were either not recognized or admitted."

The weakness may exist also without increased excitability; in fact, it even appears most frequently with a decrease of sensibility, and is generally recognized in the most varied degrees from weak sense to weakmindedness and idiocy. It may be present in the sphere of sense-activity, of perception and apperception, of memory, association of ideas, etc.—as narrowness of consciousness, as weakness in the emotional and volitional life, as motor weakness.

On the other hand heightened excitability may become apparent from the most varied sources without weakness, although it is naturally finally followed by debilitation.

In similar manner one might enumerate numerous groups of irregularities in the nervous and mental life that appear now isolated, now combined, now in high degree, now in

less degree. But since they have no value for the reader without an exhaustive description of the symptoms, the above suggestion will suffice.

Space forbids, otherwise I could easily illustrate in full from the pedagogical point of view the above-quoted claims of the alienist by character-pictures drawn from life, that must arouse deep sympathy. A few typically recurring traits of development will suffice, then, to illustrate the approach of weakness and its consequences in natures possessing at first only heightened sensibility.

Before the school age such children still have an interest for everything; indeed, they hear, see, think and prate altogether too much about anything and everything and with a wisdom altogether beyond their years. They are called "brilliant" children; but they are already lacking in repose and perseverance. Every new stimulus immediately sets a new activity free, or in the case of more passive natures, starts new associations of thought, often of very fantastic character; they are like the butterfly that restlessly flits from one flower to another. If the nurse or the mother is weak, stubbornness and peevishness appear so much the more readily, finding vent in the child's shrieking, throwing itself down, stamping its feet and similar useless movements. Sometimes they are little parrots, repeating anything and everything without rest; sometimes also the development of speech is very much checked. In school they are at first models of good conduct and diligence toward the strange teacher who is earnest in requiring obedience; often also very shy and silent; after overstimulation in the school they are just the opposite at home—very irritable and almost impossible to govern, beginning already in the first school years to tyrannize mothers, brothers and sisters.

Not infrequently such children exhibit motor weakness. "Despite our earnest efforts for several years," complains one mother, "it has been impossible to train the child either to proper independence or rapidity in dressing, going to school," etc. And, in fact, one meets among these cases

fourteen-year-old boys and girls of apparently normal development, who cannot yet dress and undress alone; who do not know how properly to open or close a letter, to separate the parts of a folded postal card, even when a knife is placed in their hands; who are unable to light or put out a lamp, to manage house or garden tools, although they may have grown up in the garden; who do not understand how to slide on the ice or use a sled, etc.

In instruction the child is content to note the words, especially the printed words. It usually draws miserably and with a tendency to the angle of slanting script; possibly its writing is good; sometimes, also, thoroughly vile and in soiled copybooks. *Things* it regards as entirely side issues; "it is noticeable that the boy is gifted for language, he must be sent to the Latin school."

There the progress is the same. Knowledge of words and knowledge of things are separated farther and farther from each other. Everything that can be mechanically impressed upon the memory, word for word, as vocabularies and grammatical rules, names and dates in history, figure manipulations, the religious material to be memorized, goes easily at first, but remains mechanical. I have already known four boys in "Tertia" and "Quarta" (third and fourth years of the German gymnasium, age eleven to thirteen years), who, with the best of intentions, were unable to tell or to illustrate for me what is properly to be understood by 12: 6–2. Here, too, in the end, the pitcher goes so often to the well that it finally breaks. The child repeatedly drops behind, despite private tutors, and finally the parents are warned to seek some other educational asylum, especially if the nervous irritability and the weakness of the will have also hastened progress in vulgarity.

After intellect and will have been still further weakened or even injured through the one-sided instruction in language, these irritably weak boys generally wander, like most others psychopathically affected, from the gymnasium to the real school. But the greater number are not

at home here; they are cast off again and are sent by the parents to some one of the other minor educational institutions that secure the show of special military privileges as the last port of refuge for social honor. With crushed spirit, heart and will, they must then choose and learn a calling. Can we wonder, then, that here again many suffer shipwreck, after many before them have been forced to make the acquaintance of specialists in nervous diseases or even of special institutions for defectives? And could not many of these socially inferior beings have been saved from the beginning by means of a more fitting education and a more carefully adapted course of instruction?

We believe so, and shall therefore turn next to the causes that give rise to such minor abnormalities and to their prevention and treatment. J. TRUPER.

Gutersloh, C. Bertelmann, 1893.

(*To be continued.*)

NO SHORT CUT.

You have possibly heard of the reply of the president of Oberlin College, when a young man asked if he could not take a shorter course. "O, yes," said the president, "but that depends on what you intend to make of yourself. When God wants to make an oak, he takes a hundred years; but when he only wants a squash, he takes six months."

A school depends upon the personality of the teacher; not upon appliances. The smooth side of a slab for a seat in a log schoolhouse, if a *teacher* guides the school, is far preferable to polished cherry in a palatial building if a *hireling* occupies the desk. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations. There must be knowledge, enthusiasm, energy, devotion.—*Pennsylvania School Journal.*

"TEE WHAT I DOT AT DE TINDER DARTEN."

"Tee what I dot at de tinder darten,"
Shouted a little fellow.
High he flourished a little booklet
Woven of red and yellow.
His face was bursting with light and gladness,
He shouted, but never tarried.
All down the street to each passing stranger
He lifted the book he carried.

"Tee what I dot at de tinder darten!"
He waved it out like a banner.
He seemed like a cherub fallen from heaven,
So heavenly glad his manner.
No angel's message could sound out sweeter,
Or leave brighter looks of loving.
"It's lovely, darling," we smiled and nodded,
We strangers who saw him moving.

The neighbors came and leaned on the fences,
And the old men stood and nodded,
And the little child's joy spread out like sunshine
Till our dry, stiff manners budded.
"Tee what I dot at de tinder darten;"
You never will know my darling,
How your sweet little message trailed behind you
Like the song of lark or starling.

One said: "God bless him, it takes so little
To please a child, God love him."
And another said, "We must be like children
If we ever get much above him,"
And another thought, "We're the master's children,"
And found the glad tears startin'
At the wonderful gifts of greatest teacher
As we went to his kindergarten.

'Tee what I dot at de tinder darten,"
Ah, little Christ-child's evangel,
You never will know till you get to heaven,
And are shown by some loving angel—
Thoughts of God that are gentle and tender,
Love that goes out to others;
For Christ walks all through the children's gardens,
As the chiefest of all child-lovers.

FRANCES EUGENIA BOLTON.
325 Champion St., Battle Creek, Mich.

Topical Syllabi for Child-Study.

SCHOOL ENVIRONMENT AND ITS INFLUENCES.

I. School Room—

1. Is the child comfortable when at his seat studying?
2. When reciting?
3. Effect of comfortable or uncomfortable school room and seats on studiousness and deportment of pupil.

II. School Tactics—

1. Promptness in obeying each command.
2. In forming to enter room after recess, is he usually slow or prompt to take his place in line?
3. Is he orderly when marching in line?
4. When pupils enter room without forming, *how* does he enter?
5. *How* leave the room?
6. Is he inclined to ask questions without permission or to answer when not called on?

Teacher's Reminiscence.—When a pupil, how did you regard school tactics? Did their rigid enforcement give you more or less respect for the school and for the teacher? Effect of rigid school tactics on general order of school? Of loose? As a pupil, how were you impressed with quiet, systematic, orderly movements in school?

J. M. BARROW.

Columbus, Mississippi.

IDEAS OF KINDNESS AND SENSE OF HUMOR.

The object of these two studies, which form a part of a series of similar studies, is to get children's ideals in regard to deeds of kindness; also to throw some light on their sense of humor.

The answers in each subject should be on separate sheets of paper, written on one side only, with the name or sex and the age of each child on each separate sheet.

Please ask the children to write down the answers to the following questions, as a language lesson, then send us the papers entirely uncorrected. We simply wish to get the children's ideas and shall not criticise the form in which they are written. Make no suggestions whatever as to the answers. Those of the youngest children may be written for them if they are unable to write.

LOUISE MAITLAND.
Assistant in Education, Stanford University, Cal.

1. What is the kindest deed that you ever saw done, read of or heard about? Why do you think so?

2. What is the funniest thing you ever saw? Why did you think so?

Neither Plato in his perfect republic nor Sir Thomas More in his ideal state ever dreamed of such a thing as the American common school, where every child can claim, not as charity, but as a right, the possession of the keys of knowledge; and for the support of which a first mortgage is held on every cent of the accumulations of every childless millionaire.—*Benjamin F. Morrison, Medford, Mass.*

A phase of Child-Study of which there can be no difference of opinion is such observation as shall determine whether or not he has a well-nourished and healthy body. If he has not, you are not to require of him as much as you would were he in good physical condition.—*Am. Primary Teacher.*

"A lesson in speech has two ends; one to enable the child to express his present mental life, the other to augment that life."—*Hinsdale.*

Vindictive, Religious and Other Ideas Shown by a Child from Three to Six Years of Age.

JACK, at three years of age, was one day tied in his chair for a half-hour by way of punishment. At night he said his prayer as usual, adding earnestly, "And, oh Dod, please tie mamma up"—thus expressing his vindictive feeling in supplicating a higher power to do what he was unable to do.

At four years of age he was one day severely whipped by his papa and was apparently very meek and submissive, but the moment his papa left the room his baby face flushed with righteous indignation and, clenching his little hands, he said with angry sobs: "Oh! I'll *kill* papa when I am grown up."

The child seemed to feel the unevenness and injustice of the conflict—the great man's strength against that of the tiny child—but the day would come when he would be a match for papa and vengeance was active.

At five years of age he had attended Sunday-school several times and was most interested and eager for the arrival of the Sunday celebrated in the M. E. Church as "Children's Day." A few weeks before the day came he prayed earnestly one night, saying: "Oh, dea' Dod, please don't let any moa Sundays come befoa now and Children's Day."

I asked him if he thought God could send Children's Sunday two weeks ahead of time. "Oh yes!" he said, "Dod tan do *anysing, anysing* He wants to." This idea of course had been given him at Sunday-school and the child asked the God of the universe to change a great natural law with the same assurance that the ministers and older people show when they ask similar favors—a rain for their special benefit, for instance.

At six years of age he one day asked me the meaning of the word "double." I explained as well as I could and for an illustration I made him a double-paper boat. The following night his little sister being very tired from the effects of a long drive, fell asleep before her prayers were said. Jack was much concerned and finally said with relief: "Oh, I tan say them foa her," adding doubtfully as his own sleepy eyelids drooped, "But theys so long!" He thought a minute and then said in a satisfied tone: "Oh, I know how." He then began very reverently: "Now I lay me down to sleep (double), I pray the Lord my soul to keep (double), and this I ask for Jesus' sake (double), amen (double). There! I guess now it's all right," and in a minute more he was fast asleep. His course of reasoning was plain—a double boat was two boats—a double prayer must be the same as two prayers.

A few nights after this his small sister was purposely annoying him by whispering, "Amen, amen," as he was saying his prayers. He had reached the words, "I pray the Lord," when like a flash he jumped up, gave his sister one whack with the pillow, and dropped upon his knees again, continuing quietly, "my soul to keep," etc., going on from the word at which he left off, quite as if no interruption had occurred.

Being in Arizona at this time, he saw the carnival in which cowboys and Indians lassoed one another. Hearing a yell from the yard one day I went out and found the small sister on the ground crying, and Jack standing with rope in hand, replying with intense disgust to my inquiry as to what was the matter, "Why, zat old baby is no dood at all! She just *cries* every time I lasso her." As the cowboys and Indians whooped and yelled delightedly over a like proceeding, Jack could see no reason for femininity to shrink. How like some of his grown-up brothers!

About this time he asked me innumerable questions about the stars, such as, "What are they made of? How far away are they? Why don't they fall down? How big

is the biggest one? Do any people or animals live on them? How many stars are there?"

The questions and ideas of this child seem to me to contain some suggestions which may be of benefit in studying other children.

CHARLOTTE SHERWOOD MARTINDELL.

Here are two good stories which Lyman Abbott told the International K. W. at Philadelphia, last February. The entire address, of which they are part, may be found in the *Kindergarten Review* for April.

I have a niece, Miss Abbott,—and a very good teacher she is too,—who is educator or part educator of our infant class in Plymouth Church. She calls from time to time on her children to repeat the Golden Text. One little tot, a year or so ago, repeated her Golden Text as follows: "It is awful to do good on Miss Abbott's day." Well, really, if you will think of it, it is not so surprising. How could this little child entertain the notion that anybody could ever have thought it was against the law to do good on the Holy Sabbath day? That old Pharisaic notion we can hardly get into our heads, now. But, on the other hand, to have to sit still—not whisper, not laugh, not talk, not run, not play—to feel that it will be very wicked to do those things—that she could understand; and so she readily appreciated the statement that "It is awful to do good on Miss Abbott's day," meaning, by "do good"—have a good time.

A mother goes to bid her little boy and girl good night, and the little girl puts her arms around the mother's neck and draws her down and kisses her, saying: "Mamma, I love you, and when you die I want to die, and where you are buried I want to be buried, and we will go to Deviltown together." And her mother says: "But my dear, why do you say Deviltown?" "Well," the little girl says, "Didn't you once tell me that no little girl who tells lies will go to Heaven?" "Oh, yes, I have told you that," replies mamma. "I have told you some lies and when you were a little girl, you told some lies, didn't you, Ma?" "Well, yes," the mother is obliged to confess. "Then, mamma, we will have to go to Deviltown together; but still if we love one another very much, perhaps it won't be so bad in Deviltown; and, at any rate, if nobody who tells lies goes to Heaven, it must be very lonely there; for there can't be anybody there but God and Jesus Christ and George Washington."

A Superintendent's Questions.

WITH the purpose of promoting the co-operation of teachers and parents the accompanying list of questions was recently sent to the homes of all school children above the fifth grade:

1. Name of pupil.
2. Has pupil any defect of sight?
3. Has pupil any defect of hearing?
4. Does the general health affect the pupil's ability to do the regular work of the school?
5. Kindly write anything regarding appetite, headache, digestion, etc., which will aid the teacher in judging of the pupil's work. If pupil's health is perfect, this may be left unanswered.
6. Does pupil take exercise and recreation? If so, in what way?
7. Do you think the teacher requires too much of the pupil?
8. Could your child use more time profitably in study?
9. How much time does pupil spend daily in study out of school?
10. Kindly suggest any way in which the teacher may prove more helpful to your child.

NOTE.—Successful school work, especially in the high school, is often hindered by the time and energy of a pupil being consumed with social engagements. While young people are pursuing a course of study, social pleasures should not unduly trespass upon school life.

The result of this experiment was gratifying to the teachers and profitable to the schools. *Ninety-six percent* of the lists were returned. The majority of the questions were carefully and thoughtfully answered by the parents. Often a helpful word of appreciation or encouragement was added.

A few parents looked upon these questions as an intrusion upon the domain of home. A very few of the lists showed a lamentable ignorance on the part of the parent concerning the physical condition of his own child. How

strange that it sometimes requires a year longer for a parent to discover that John is smoking cigarettes, than for the neighbors to learn the same fact.

We were surprised to learn that *thirty-nine percent* of the children in our upper grades have some physical defect —often very slight. *Thirty-two percent* of the pupils are troubled with headache, indigestion and kindred disorders. *Thirteen percent* have defective vision. *Three percent* have defective hearing. *Nine percent* of the pupils arrange their work with reference to their general health. This applies especially to those pupils who take but few studies, or who attend school for only a portion of the year.

It was learned that *eighty percent* of the pupils study out of school. In the opinion of the parents *fifty-three percent* of the children could profitably spend more time in study. Only *one* pupil out of the entire number was reported as overburdened with work.

With the exception of those who ride the bicycle none were reported as taking regular exercise. A number of our boys belong to the physical classes of the Y. M. C. A. From the fact that this was not mentioned we would infer that parents as a rule attach little importance to regular exercise as a means of promoting good health.

The practical benefits of distributing these lists was immediately apparent. One father learned to his surprise that his boy is dull of hearing and that probably this is the cause of his slow progress in school. It was discovered that one little girl, the child of well-to-do parents, is nearly blind in one eye. This and other defects of vision were remedied so far as possible by a skilled specialist who fitted the children with glasses.

One curious instance was found in the case of a young girl whose daily headaches are without doubt caused by nearsightedness. The mother stoutly insists that she will obtain no glasses and gives as her only reason that they will disfigure the child.

One parent gratefully writes: "I have the teachers to

thank for a good many things, but especially for teaching me about the general needs of my child."

This work has proven of marked benefit to the teachers. They have been assured as never before that their work is appreciated by the majority of parents. A greater interest in the individual needs of the children has been awakened. Because of an increased knowledge of the habits and physical defects of the children, the teachers are now succeeding with some pupils where they were failing before. The improvement on the part of pupils in preparing lessons is marked. If a boy complains that his lesson is unlearned for lack of time, the teacher has but to turn to the parent's estimate and read it for the pupil's benefit.

There will always exist teachers who stand ready to ridicule *Child-Study*. But any methods that will assist teacher and parent to co-operate for the right development of the pupil during his school days, will result in good to the cause of education and prove a lasting benefit to the child in future years.

IRWIN F. MATHER.
Superintendent of Schools, Centralia, Ill.

It is a sign of rawness to give yourself up to things which relate to the body; to make, for instance, a great fuss about exercise, a great fuss about eating, a great fuss about drinking, a great fuss about walking, a great fuss about riding. All these things ought to be done merely by the way; the formation of the spirit and character must be our real concern.—*Epictetus.*

A west side man says that he was standing in a small confectionery store, which is near a public school, when a little girl came into the store and asked for "a picture to go on an envelope."

She had been sent for a postage stamp and had forgotten the name of it, but knew about what it was.

CHAPTER III.

EMOTIONAL PRODIGALITY.

OTHER forms of nervousness are to be found in fear, anger, hysteria and epilepsy.

In remote times, and even at the present day, we hear the exclamation: "He seems, at times, to be fairly beside himself." Perhaps no form of incorrigibility is less understood than that which includes a lack of emotional control. Children of both sexes are equally affected. In fact, emotional prodigality is not a respecter of age, sex or condition in life.

Hysteria, in all its varied manifestations, is to be found in the palace of the rich and the hovel of the poor. In ancient times the victim was said to be possessed of a devil, and treated accordingly, with the almost invariable result of fixing the habit instead of relieving it. If demon possession be the explanation of hysteria, then their name is legion, for hysteria presents as many different aspects as there are phases of emotion. In one instance the child may, without the slightest provocation, burst into a fit of uncontrollable weeping, sobbing as if its little heart would break, and upon being closely questioned, its only explanation, if it has any, is that "so and so hurt its feelings;" and the general opinion is that the child is very "tender-hearted."

Again, lack of emotional control may express itself in the form of a tirade of abuse, and the little offender will give his fellow playmate a "tongue-lashing," or it may manifest itself in a fit of uncontrollable anger and manual dexterity

be resorted to in order to relieve the pent-up feelings; at other times it loses consciousness, and in extreme cases may present an epileptoid condition, if not typical epileptic convulsions. It is well known that these varied manifestations differ in degree, and not in kind; and that the milder manifestations, if they are not early recognized and successfully treated, are very apt to end in true epilepsy.

Nearly all epileptic children have been humored by reason of their infirmity—are, in fact, what are called "spoiled children"—and in many instances make use of their affliction to gain their own way. I cannot do better in illustration of this point than cite a case that came under my care recently. From the time the child was three years old it had shown a willful disposition and a determination to "run the house." At the age of four it had brought its mother under subjection, until she was afraid to punish it, and under dire threats was prevented from telling the father of its cruel behavior toward the other children of the family and the neighborhood. The method employed by this precocious youngster was to feign convulsions. He would fall in a fit of rage, scream at the top of his voice, and turn black in the face. Under such conditions all thought of punishment was abandoned, the attention being turned to restore him to "consciousness," with the invariable demand upon his part when he was "better" than he should have his own way in the particular thing the denial of which had led up to the attack.

Things progressed in this manner until, at the age of seven, his treatment of his playmates became so atrocious that the neighbors made complaint to his father. This extorted a confession from the mother as to the conditions that had existed for several years past. The father then attempted punishment, whereupon the boy fought him "like a tiger," finally falling into a fit of ungovernable rage which presented all the symptoms that had so terrorized the mother, and which had prevented her from following out a systematic course of training. The matter was then

laid before the family physician, who pronounced it a case of epilepsy, and began a course of therapeutic treatment. The boy was allowed in the meanwhile to have his own sweet (sic) will in everything. Matters went from bad to worse until it became necessary to remove the child from the family circle on account of his evil influence upon the other children.

He was next placed in a large sanitarium, in which he soon succeeded in establishing "his own conditions" with the attendants, with the result that no lasting benefit was derived from his residence there. After this he was taken in charge by a relative, who for several years devoted his entire time to his care. The lad was the terror of the neighborhood. He fought with everyone who thwarted him, and failing in thus obtaining his way would fall in a fit of unconsciousness. Up to the age of fourteen, however, he had never frothed at the mouth nor bitten his tongue. His temper was, however, steadily becoming more and more ungovernable, and his attacks of loss of consciousness more frequent. The least provocation was sufficient to throw him into insensibility, such seizures numbering now as high as eight or ten a day. His whole being seemed bound up in the idea of getting his own way in everything; in fact, he was insane on this point; it had become a "persistent idea." Such was the state of affairs when he came into my hands, and I enter closely into detail, as his is typical of a number of similar cases, though perhaps the most extreme one that has come under my care. This willful element is predominant, though in less degree, in a large majority of the cases which I am called to treat.

Case No. 2.—Two children, a boy and a girl, brother and sister, were taken by a Western society from an Eastern city and placed together in a good home in this state. They were pleasing children to look upon, being bright and comely, and great hopes were entertained by their foster parents for their future. The girl, by reason of her more intimate relation with the mother, developed into

a source of comfort, but the boy has gone wholly to the bad, mentally, morally and physically. He early showed marked egotistic tendencies, morbidly craving and later demanding attention, which, when denied him, threw him into a state of melancholia. His teacher said he was incorrigible, and his parents called him sullen and disobedient, but he himself felt that he was misunderstood and sadly mistreated. He never was what might be called a bad boy, such as described in Case No. 1, but from first to last made apparently earnest religious professions and, at the time he ran away from home, was an efficient acting secretary of the Sunday-school he was then attending.

It developed that his fits of moroseness were due to the practice of masturbation, which gradually weakened his mental and physical condition, until his mind was more or less unbalanced and his body a wreck. At the age of fourteen his foster father had him adjudged incorrigible and sent to a reform school. Here he improved physically, but the bromide treatment, so generally used in institutions, further unsettled his reason, as is always the case where it is persistently administered. He was, however, still a "bright boy," notwithstanding his intense egotism, which had now become a fixed mental disease.

About this time an editor became interested in him and took him from the reform school on parole—only to be sadly disappointed, however, for he remained with his new-found friend but a short time, when he ran away again, coming to Chicago with the avowed intention of following a life of crime. He was arrested and on account of his epileptic attacks was sent to Dunning. He ran away from the latter institution, only to be apprehended and, on our advice and the boy's consent, was taken to the detention hospital, adjudged mentally unbalanced and sent to Elgin, where he now is.

Case No. 3.—The study of Jacksonian epilepsy, in which the nervous explosion is localized instead of being general, has done much to throw light on the whole process

of pathological nervous impulse. The central nervous system may be regarded as a reservoir for nervous energy, to be disseminated gradually as needed under normal conditions, but discharged as from a Leyden jar under pathological conditions, such as asthmatic attacks in adults and laryngismus stridulus in children. In the latter the child suddenly becomes pale, ceases to breathe, and later gets blue in the face. A case came under my notice in which a boy would hold his breath when being punished until he was black in the face, and unless the punishment ceased would fall into convulsions.

This child grew up to be a musical prodigy, and his lack of emotional control manifested itself in the production of sweet sounds. At nine years of age he played a cornet in a local band and wrote orchestral music. He also played the piano with marked skill. At the age of sixteen he was the leader of the local band and instructor in several others. His musical productions were well received and published by prominent music-houses. He was genial and loving and the favorite of the whole community—going "headlong" into everything that interested him or struck his fancy. He mastered two professions—viz.: Pharmacy and medicine, and was establishing himself in a lucrative practice when he fell hopelessly in love with a talented young lady who fully reciprocated his passion, which now, as at all other times in his life, was marked by a decided lack of emotional control. The young woman's mother, however, remonstrated and stepped in to prevent the marriage. His character was outwardly irreproachable in every respect and his prospects for the future were bright. When pressed for the cause of her objection the mother could give none, save that her intuition impressed her that happiness for her daughter did not lie in the direction of matrimony with the object of her choice. The sequel was a tragic one, for the young people died in each other's arms, by the emotional hand of the lover, thus braving death rather than suffer separation in life. I cite these

cases to show to what extremes lack of emotional control may go in wrecking the lives of its victims.

In the study of every nervous malady importance must always be attributed to the investigation of the moral causes. The vivid impression of a strong emotion may produce the same effect as a blow on the head or other physical shock. *Mosso* speaks of several cases where grown men had lost consciousness, sight or speech; others, still more sensitive, have remained for a long time paralytic, unable to use legs or arms, and have lost all sensibility; some have remained for a long time sleepless, others have fallen into a sort of exaltation resembling the outbreak of a mental disease. Many lost their appetite or were afflicted with auricular disease, and in some the nervous system suffered such a shock as to cause a violent fever.

Three such cases came under my notice in Minneapolis. Three children, a boy and two sisters, were frightened by two tramps, who did them no bodily injury, only taking away from them a bucket of milk which they were carrying to a neighbor after dark. As a direct result of the fright one of the girls died of brain fever within a week; the other survived but remains to this day a nervous wreck; and the boy has permanently lost sight and hearing.

Mosso says that children should not be allowed to witness an epileptic fit, for the fright and emotion which they suffer may prove dangerous, causing later a similar attack in themselves. However difficult it may be to comprehend such things they are yet admitted by all. Quite recently *Eulenberg* and *Berger* saw two old men, one seventy and the other sixty-five years of age, who had an epileptic fit immediately after a bad fright, although they never had had fits before and were not predisposed to them.

A patient came to me recently for relief from night fears. When they developed she was living in such home surroundings as to keep her in perpetual fear of undeserved punishment, and the nervous dread finally culminated. She had an apparition one night of a huge black spider crawling

over the counterpane toward her—a spider larger than is ever found in this country. Without awakening, recognized as such, she "came to herself" as she expressed it, turned cold and weak with fright, and it was some time before self-possession returned, although she knew it was all visionary. Since then, for a period of over twelve years, these experiences have been repeated, ranging from a simple undefined sense of fright which awakens her suddenly, to fully developed apparitions of different kinds. These always come apparently before sleep and the realization, which is the awakening, is followed by an utter collapse of strength, palpitation, slight spasmodic condition, and chills. The day following such seizures the patient describes her mental force as below grade, memory poor, preceptions dulled, hands nerveless, and a general depression prevails. Sometimes this condition is experienced in the daytime; the patient feels her strength suddenly ebbing away, and only by a strong effort of will does she retain full consciousness.

Hare also lays particular stress on "night terrors" as an etiological factor in the production of epilepsy, even when these do not present the gravity of epileptiform seizures. He holds that if they prevail for any considerable length of time "the final history of all such cases ends in epilepsy proper, preceded by lack of vivacity or momentary clouding of the intellect during the day, as the disease extends from the night to the daytime." In such cases the child generally wakes up gasping for breath and shows all the symptoms of Jacksonian epilepsy. On this point *Mosso* says: "It is thus that the phenomena of fear, which may be useful to us when manifested in a lesser degree, become morbid and fatal to the organism as soon as they exceed a certain limit. For this reason fear must be looked upon as a disease." *Pinel*, one of the greatest celebrities in the domain of mental diseases, always began the examination of a patient by asking him whether he had not experienced some fright or some great vexation.*

* Sudduth, in April "Medicine," 1897.

Considerable work has been done with the view of explaining the chemical phenomena presenting in the system as a result of emotional prodigality. Deranged function has long been known to result from excessive emotion, but it is only within the last few years that any steps have been taken to investigate the causes and the relation they bear to physical changes in nutrition. Every mother is conversant with the influence of intense anger on the character of a mother's milk, and the danger arising from permitting a child to nurse soon after she has experienced such emotion, but it remained for Prof. Elmer Gates to scientifically demonstrate the effect of the several emotional states upon the bodily secretions. All intelligent physicians realize the possibility of intoxication arising from fermentation in the alimentary tract, and it is only extending the theory a little further to hold that many of the functional nervous derangements presenting are due to the same cause; and not only this, but I am free to admit that there is ground for belief in Professor Gates' theory of autointoxication from toxines developed in the system as the result of intense emotional activity. It seems to offer a reasonable explanation for many of the hitherto unexplainable phenomena of the convulsive state in nervous affections.

The *modus operandi* by which emotional states are converted into physical conditions is still a *terra incognita*. Some little light has been thrown on the subject by recent experimental studies in neuro-pathology, which may be summarized as follows:

The nerve-cells of the cortex are a source of nervous energy. So unstable are the relations in the cells that in some instances slight stimuli are productive of very grave results. When once these impulses are set up, they tend to repeat themselves with increasing intensity. That which may have been only a slight tremor, a passing fright, or a bad dream with its concomitant convulsive attack, may in a few repetitions develop into a day-dream presenting epileptiform phenomena.

In arousing normal nervous impulses certain well-known physical conditions must be presented. Much depends upon the rate of vibration established. If the stimulus be electricity it is known that a low rate of vibration or current of low tension may fail, while a higher tension or rapidly interrupted current will succeed in establishing positive results. The same law applies where physical force is used. The rate of vibration necessary to set up responsive nervous impulses and the corresponding reflex activity has been carefully measured, but there remain very many awkward gaps in our knowledge regarding the phenomena of pathological nervous explosions.

Instances might be cited in endless number and variety of the baneful influence of fear on the organism, but such is not our immediate purpose. Those who desire to follow the subject further will find in *Mosso's* recent work on "Fear" an excellent hand-book.

Successful treatment invariably involves the development of moral hygiene on a rational and persistent basis. A regular system verging on military discipline must be established—regular hours for rising and retiring, regular times for meals, which should be more frequent than is ordinarily the rule (about two hours apart during the waking hours), regular times for study, exercise and sleep. All the activities of the patient should be as regular as clockwork, and no interferences to such activities ever be permitted. Nothing serves to establish emotional control better than regularity in occupation, which should be varied as frequently as is necessary, not at the caprice of the child, but by the direction of the attendant, who must be keen to anticipate fatigue of attention on the part of the patient. In one extreme case I found it necessary at first to change the occupation every fifteen minutes, gradually extending the time as the power of attention was developed.

Methods of relaxation should also be taught and put into practice whenever it is observed that the child is becoming nervous and shows a lack of emotional control. I find that

this is best accomplished by a system of breathing exercises, together with certain intoning breaths on a key that will bring the bodily vibrations to a normal tone. This may be accomplished by permitting the child frequently to accompany the piano in song, choosing selections written in the desired key, or by following certain intoning exercises on a single note, especially prescribed at the time for the condition in hand.

If possible the child should be placed in an entirely new environment, and should have thrown around it the restrictions of altogether new associations, which for a time will occupy its attention and materially assist in diverting its mind. It is much easier to establish correct dietetic and hygienic rules in a new environment than in the patient's own home, where, in many instances, marked lack of emotional control and gross infractions of proper rules of diet are apt to exist.

W. XAVIER SUDDUTH, A.M., M.D.
100 State Street, Chicago.

(*To be continued.*)

"What are you doing in the pantry, Tommy?"

"O, I'm just putting away a few things, grandma."

Two little urchins were at play in the nursery: "Who is in the parlor, Kittie?" asked Fred. "Nobody that I know of," said Kittie. "O yes, there is," was the confident reply; "I hear mamma's *company voice*."

Willie—"Mamma, what does 'blood' relations mean?"

Mamma—"It means near relations, Willie."

Willie (after a thoughtful pause)—"Then, mamma, you and papa must be the bloodiest relations I've got."

A little fellow of five, fearing that Santa Claus would forget him, wrote the following letter:

Pleez fech me a ingen and some cars and a picter book and sum candy and a poney and sum other anamiles. P. S.—Iff the poney is a mule pleez tie his behind leggs.

New Phases of Child-Study.

(Extract from an Address by G. Stanley Hall, President Clark University.)

THE GROWTH OF THE HEART.

TAKE the heart, for instance. During adolescence, the heart grows in one year more than in four or five years at a later period, and in two or three years it increases nearly one-third in weight. Take the arteries; they expand rapidly during a single year or two in the early 'teens, and it is essential that they should. If that growth is not assured, the circulatory system is incomplete through life; and the heart cannot bear the strain upon it. We see this very often in college athletes. Their heart is arrested in its growth at that period of adolescence and will not bear the strain. So it is with the lungs and every other part of the body. Lung-power grows immensely from seventeen to twenty-three. It is estimated that strength in the average young man ought nearly to double between those ages. It is good to be strong and completely developed, because there is no part of the organism that suffers so much; not the heart, nor the lungs, nor the nervous system, nor any group of organs that suffer so much when this arrest occurs as those tiny organs which are most closely associated with the transmission of the sacred torch of life from one generation to another. So that, physically speaking, it is almost necessary that children should be physically selfish, and should grow to be as big as they can; and parents should co-operate with them to this end, and understand that growth is then in order, and if not secured during the nas-

cent period, which is its due season, it can never be made up later.

It is possible to control, to some extent, the form of the body by exercise. I think this has been pretty well established by anthropometrical measurements. We find that girls in this country grow tall very suddenly; taller than they ought to be, and they do not acquire the thickness in proportion early enough. Height is at its golden period before thickness; but it is the latter thickening of the body that is so often lost. So that, where this arrest occurs, it often leaves our young men and maidens disproportionately tall. This is a misfortune, because the body of a tall person loses more from radiant heat than a short person. We have so much heat in our body, and it can be measured accurately. It takes more energy to keep the body warm than it does a good many times over to do all the work that even a working man does. Now, if there is any undue loss of heat, there is just so much loss of economy. A tall boy or girl presents very much more surface than a short boy or girl; and therefore they lose more heat. A person who is very tall has to sustain a long column of blood, and if he has not grown thick, and the heat has not expanded, and the lungs have not the muscular strength to sustain that strength of blood, it often causes collapse in middle life or earlier. So that plenty of exercise in young men and maidens is essential, and it makes for the growth of the present and the future generation as well, because it is a very significant fact that these excessive lengths of the tall people are the tallest in this single bone from the hip to the knee. If a person is tall, it is generally there that the excess exists. These dimensions are generally believed to be connected with those that act upon the transmission of one generation to the next.

Hence it is very important that there should be plenty of exercise in due season, and that the body should be given a good chance to develop under suitable conditions, which can be prescribed for only by individuals who know the

right adjustment of work and play during these later stages of growth.

There is another very important factor. The emotional nature should be exercised.

THE AMBITIOUS BOY.

I know a gentleman who has gone through 200 lives of distinguished men; and in every case he has found they had enormous ambitions. How often do we see young boys who want to be Cæsar, Alexander the Great, or the president of the United States! And it is well, because the watch-word "Excelsior" seems to be higher! higher! It seems to be one of the deepest things implanted in the human soul. It is this golden period of life to which the teacher should bring his consummated art. It does not do to rub in the "moral" all the time. That bores children, who are sometimes far wiser than their parents or teachers think.

I plead, also, for a great deal of emotional play or interest. It seems as if it does for the soul something like what the cry does for the child. The cry is necessary sometimes for the child, in order to expand the lungs. That is the child's only mode of exercise. I do not agree with the kindergartners who take such pride in saying: "You never hear the children cry in our kindergarten." I tried some time ago to get a few boxes of cries on the rolls of our phonograph, but they all said: "Do not come to our kindergarten, they *never* cry!" Alas for the child who does not cry; because it exercises the lungs, makes them better, stronger. It is especially good for the voice, and Prof. Baterini, of Naples, who has written that splendid book on the voice, says that the reason Americans have such bad voices is because they do not let their children cry. When the infant cries and gets red in the face, it sends the blood out, and, as I said, irrigates the new forming cells and fibres. Not to do it is to starve the baby.

ENTHUSIASM.

Something may be said for the emotional play and excitement at adolescence. We have a great deal of trouble with our young men in colleges, because they love to paint the town red, and to get excitement. But young men must have excitement; it is a necessity of the human body; and if young people cannot get excitement in legitimate ways (and this is perhaps the most important thing I have to say to-night), they are just so much more certain to get it in illegitimate ways. Better a thousand times that young men should scream themselves hoarse on the football field, that they should occasionally have a fracture there, than that they should cultivate that dry rot of the soul that we often see to-day in the academic youth—those youths who rarely look the teacher in the face when he tries to interst them and to infect them with the enthusiasm necessary for the youth. They look the teacher in the face with a cold, stoical kind of stare. "Oh, yes! but I have been there before." "You cannot get them interested; it is not good form to be interested in anything. You remember that awfully homely phrase of Matthew Arnold, "It is very important for young people to be taught to keep the nose clean, before they learn to turn it up." I think it has a very wide range of application in these days of academic indifference, and sometimes cynicism and criticism. Higher criticism, a criticism that precedes sympathetic understanding of the persons or the topics criticised, is always well; but I feel that in some quarters we are in danger to-day of losing the very best thing there is in youth, the thing that makes youth a blessing—*i. e.*, enthusiasm! What is youth without plenty of it? It is the time to dream dreams and see visions. It is the time to plan and to be in fancy all that man has been and done in the world. It is the time when the soul gets its capital of energy and enthusiasm and altruistic zeal, and if that holy time is frittered away, it can never be made up again. If the excitement which is so essential is perverted, how great is that loss! They have sinned

against all the rules of the body, and have been false to the supreme trust to transmit the sacred torch of life undimmed, but burning ever brighter, to future generations.

PARENTHOOD.

I think we forget that there is nothing so sacred in the world as parenthood; nothing that entails so much responsibility. Why, one of the greatest biological doctrines of all modern studies of life has been this, so far as the biologist can say from his standpoint alone: "The reason why the standard of life has been prolonged has been to serve youth." How is it that with animals, a great many simply reproduce and die? They transmit life to the next generation, and then, incidentally, a great many forms of them die. As you go up to higher forms, you find life begins to be prolonged after the productive period. We know, for instance, that the eagle lives sometimes 200 years. We know the crow lives ninety perhaps, on the average, and you can go through the animal world and make a scale just how long every animal lives after reproductive activity, and you will find that the animal lives just long enough to bring the young to maturity. Those animals that die soon produce young that need no care. Those that produce young that need care live, on the average, just so long as this care is needed, so that, after the age of complete maturity, so far as we can infer from animals to man, the only reason for our living on after this period is really, biologically speaking, to serve the young. A good test of a man and woman is "what they do for serving the next generation." Why is it that certain nations in the past have faded out? Why is it that there have been periods of decline and decadence, and total extinction of certain nations? It is because there have been great national sins, which God punished by extinguishing the nations. Therefore, I believe we have the germs of the best philosophy the world has ever seen when we say that those nations are the best that bring the young to fullest and completest maturity. Those families,

churches, nations, schools, are the best that do most to bring the young safely up to complete maturity; who train them up to be better Christians, better men and women, both in soul and in body. The fact is that adolescence has always been recognized by every savage race, no matter how degraded. There is no tone that does not do something that might be called education, in the teens. That is the time when the Indian sends the young brave into the forest to get a new name; when other tribes mutilate one another by knocking out the front teeth, or cutting off a joint or two. It is when still more barbarous tribes inflict wounds on their bodies. It is when their young people are initiated into the rude myths that constitute the only culture these savages have. It is the time when the Greek youth began to study music or the arts. It is the time when a great many churches confirm, bringing home the solemn truths at that age. It is the most important period in life. It taxes the utmost wisdom of the parent and the teacher; and instead of being a brief period, it seems to be growing longer and longer.—*Western Journal of Education.*

* * *

Little Dot:—"Oh, I just love cake. It's awful nice."

Mamma (reprovingly)—"You should not say you 'love' cake; say 'like.' Do not say 'awful'; say very. Do not say 'nice,' say 'good.' And by the way, the word 'just' should be omitted, also the 'oh.' Now, my dear, repeat the sentence correctly."

Little Dot:—"I like cake; it's very good."

Mamma:—"That's better."

Little Dot (with an air of disgust)—"Sounds as if I was talkin' 'bout bread."—*Good News.*

*

An Illinois boy was recently asked to define the word "goblin" and solemnly responded: "A goblin is the ghost of a turkey."

Editorial.

Dr. Charles C. Van Liew.

TO our readers Dr. Van Liew needs no introduction. His face has beamed upon innumerable audiences of teachers and others interested in Child-Study even as his portrait brightens the cover of this number of THE CHILD-STUDY MONTHLY. Dr. Van Liew is one of the youngest and at the same time one of the most vigorous, most ripely experienced, best-seasoned and most rationally grounded of the real Child-Study leaders of today. To his excellent general education he has added especial professional training in the best schools of this country and Europe. Dr. Van Liew was not only present, but was a potent factor at the laying of the corner-stone of the Illinois Society for Child-Study. More than that, as its efficient secretary and treasurer, he did more than anyone else to develop it into a full-fledged potency making for righteousness in educational methods for the Illinois child. He proved to be its most efficient officer, its real guiding power, and it is a real misfortune to Illinois that he has gone from us even to work

in the tempting California portion of the educational vineyard. Van Liew is a ripe scholar, a forceful and effective speaker and a most successful teacher. He is, in all probability, the best exponent on the American continent of Rein's School at Jena. He has been and is an industrious writer. As editor of the *Transactions of the Illinois Society for Child-Study*, as translator of Ziehen's *Outlines of Physiological Psychology*, as a contributor to THE CHILD-STUDY MONTHLY and other educational journals, he has shown a versatility born of rare industry, an enthusiasm kindled by a wholesome scientific spirit and a philosophy of education made possible by a dedication and consecration of his rare powers to the solution of even the most perplexing of school problems. His article in the present number is the beginning of a series that will prove one of the notable Child-Study contributions of the year. We are glad to present this to our readers together with the photograph of Dr. Van Liew.

National Congress of Mothers.

OUR readers are all pleased to learn of the approaching meeting of the National Congress of Mothers which convenes at Washington, D. C., May 2–7. Each mothers' club in the country of not less than five members will be entitled to a delegate. Clubs of twenty or more will be entitled to two.

The next congress will be international in character.

It is the earnest wish of the Association that all who have the interests of childhood at heart, whether men or women, will endeavor, so far as possible, to attend the sessions of the next congress, to be held in Washington, May 2 to 7, 1898.

We will report the principal features of the great meetings to our readers.

THE courses of free lectures given during the past winter under the auspices of *The Chicago Record*, in the public schools of Chicago, have been a credit to all concerned—

The Record, the lecturers, and the Board of Education. "In all, seventy lectures were given, of which thirty-four were illustrated by stereopticon views. Nine schools were selected as centers for the lecture courses, three in each division of the city. The attendance at each lecture ran from 300 to 900 persons, the size of the audience depending for the most part upon the seating capacity of the school hall. It is safe to assume that the average attendance at each lecture was 500 or more, giving a total attendance of about 35,000 persons. All the lecturers gave their services gratuitously. They came from four institutions—Field Columbian Museum, Northwestern University, Lake Forest University, and Armour Institute. Some of the lectures had already been given at these institutions, but many were specially prepared for these courses. The subjects of the lectures covered a wide range. Among them were history, travel, hygiene, food, natural history, popular law, political economy, art and literature, science, astronomy, geology and mining methods, ancient and modern. The illustrated lectures almost invariably drew large crowds and all the others were well attended."

This is but the beginning in the West of a work which has already reached larger dimensions in the East. Over a thousand similar lectures were delivered in New York City last winter. Nor is the educational value the only consideration. The better acquaintance of teachers and people and of the public with latter-day school facilities tends to meet a "long-felt want." There are timid souls who fancy that the public schools are passing through a critical period and that somehow they are not rising to the full requirements. This is one way to strengthen them. The "correlation" of school authorities, teachers, and parents is the immediate necessity. The free lectures in the school-houses are a means to that end.

Neither need free lectures be confined to large cities. In the small city of Streator, Ill., for example, there have

been free lectures of a very high order by Jenkin Lloyd Jones, Warden McLaughry and others, having much the same tendency. These have been provided through the efforts of the local bureau of associated charities, while an "educational union" has brought together at frequent intervals parents, teachers, and school officials for informal conferences and discussions of the lesser and every-day questions of management. Acquaintance leads to mutual understanding, and the latter to co-operation, and co-operation to increasing efficiency.

But the best thing that has happened in Chicago, or elsewhere, for a year and a day was the object-lesson in housecleaning given the Board of Education by the Woman's Club. The club didn't do a thing to one of the school buildings except renovate it, but the difference between their renovation and the ordinary janitorial scrubbing would undoubtedly be worth going miles to see. While this entirely unique demonstration by the Woman's Club was in progress, an eloquent assistant superintendent of the Chicago schools was hurling some figures of speech at "some anachronisms still left in the ranks of educators" in the presence of the grave and reverend presidents and professors from the leading universities and colleges of the great Northwest, who had assembled in the banquet hall of the Auditorium to consider the relations and mutual interests of secondary schools and colleges. Thus there might have been seen in one city, on the same day, the two extremities of the Huxleyan ladder. On the one hand, Nightingale in a palace quoting Eliot and Schurman and Jordan in the interest of options and adaptations for the benefit of the same children for whom the club women were making a common schoolhouse cleaner, more wholesome and consequently more inspiring and better fitted to develop the aspirations that lead toward the university. In which place, without derogation of either, was education receiving the more important service?

The continuous session idea is making its way. Vacation schools in Chicago and other large cities help. The State Normal schools in Minnesota have tried the continuous session and like it. The University of Chicago was organized upon that plan. By and by the public will see that there is really no reason why the "plant" should lie idle one-fourth of the time.

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"Not without thy wondrous story,
Illinois, Illinois!
Can be writ the nation's glory."

Nor can the "wondrous story" of Illinois be written without the story of her universities. When that is written —when the University of Illinois has become the peer of any on the American continent—the refusal of President Draper to quit his post to accept the most conspicuous educational position in the United States will rank as more than a mere episode. The adjustment of the educational forces of a state like Illinois so that the road from the little red schoolhouse to a great democratic university shall be open and straight, is second to none in importance. Such an adjustment is now in progress and Dr. Draper is concerned in it and with it. His decision to remain at his post seems to be unanimously approved.

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A teacher had told a class of juvenile pupils that Milton, the poet, was blind. The next day she asked if any of them could remember what Milton's greatest affliction was. "Yes'm," replied one little fellow, "he was a poet."

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Little Willie was saying his prayers and, having got as far as "If I should die before I wake," he hesitated. "Well, then what?" said his mother. "Why," was the unexpected reply, "then we'd have a funeral."

The Educational Current.

Abram Brown's Way.

IN a paper read to the N. C. A. of colleges and secondary schools, April 2, Principal Abram Brown incidentally proposed to strike out of current school nomenclature the word "High;" provide separate school buildings for the eighth and ninth grades; place them in charge of teachers of the highest order of competence; add manual training to the eighth and ninth grade curriculum, and continue it in the tenth eleventh and twelfth grades for the benefit of all who desire it. Mr. Brown declared it to be his opinion that the first city to put this plan in operation would become a Mecca for progressive educators in next to no time, and also that a secondary school without manual training is incomplete and any nation that omits it will, a century hence, be as weak as the Spaniards. THE CHILD-STUDY MONTHLY stands right with Abram Brown, segregation of the eighth and ninth grades, Mecca, manual training and all.

Concerning School Apparatus

THE Pennsylvania State Association of School Directors is probably the leading educational association of its kind in the country. It wound up its March meeting with a question box. State Superintendent Schaeffer drew out the question: "What constitutes necessary school apparatus and supplies?" and referred it to Superintendent Buehrle of Lancaster, who answered as follows:

Whatever is needed by teachers, or pupils, or janitor in the performance of the duties proper to the school, constitutes necessary supplies. The law evidently recognizes that some things are neces-

sities everywhere—pencils, erasers and blackboard tools, ink, pens, and the like, are obvious needs. School-books, of course, are necessary. All this goes without saying. But the abuse comes in with what is generally called "apparatus." Here opinions differ; some would put reading charts among the necessities—I think there might be some wise economy here. The best reading lessons are those the teacher prepares from good books and presents with crayon upon blackboard; charts may be largely dispensed with, if you have good teachers, who can furnish suitable material. Where music is taught, charts for that purpose are useful. In physiology the best apparatus is that supplied by the teachers and pupils; if not so artistic, it is more serviceable. In geography the maps we make ourselves are the ones we get the most out of; there are elaborate sets of maps that I know of, and charts, too, that hang unused in corners, because the teachers do not need them, and find that pictures and maps in the books, nearer the eye, are more available. When you make your own maps and pictures, you get them as needed—on the charts they are lumped together. I think much high-priced apparatus is unnecessary; the greatest scientists made their own. A school will get as much or more out of a 25-cent globe as a $20 one. It is not economy to put from $30 to $60 into a piece of apparatus that is not used, not handled, perhaps not understood. How shall apparatus be most wisely selected? Well, you have superintendents, principals, teachers—make use of them; consult those whom you pay to know and use the apparatus. Perhaps our greatest waste in education is not in poor school-houses, or insufficient apparatus, but in not getting the benefit of the brains we pay for. [Applause.] You directors employ and pay a high-priced man, and too often fail to use him. That is not business. In my own town nothing is bought without consultation with the superintendent. Manifestly that is true economy. You are presumed to select your officer because he knows—then make him give you the benefit of his knowledge."

This goes whether you pronounce it appara-tus or apparat-us.

Good Memory Work.

THE substantial and steady-going old *Pennsylvania School Journal* never gave its readers a better series of articles than it is furnishing them now under heading "Good Memory Work." The series of selections used for illustration have been assigned and used in the Lancaster Boys' High School and

are learned by the principal as well as by the boys—which, we venture to say, is unusual. Spartacus to the gladiators, "Thanatopsis," "Oh! why should the spirit of mortal be proud?" "North American Indians" (Sprague), Polonius' advice to Laertes, and the Gettysburg oration are among the selections given in the March number of the *Journal.* When complete, the series will make a good old-fashioned "Fifth Reader," or a "Speaker" such as the men who saved the Union used when they were putting on the fiber that carried them through.

A Short Sermon From a Good Text.

SOMEWHERE, recently, says the *Public School Journal* for April, we came across the following, which seems to us well worthy a place among the mottoes of a school-room. "Pay for what you get and don't forget your manners." There is no more important element of a sound character than a genuine wish and purpose to give a full equivalent for all we receive, to pay for what we get, to deal justly in all things. In truth, it may be said, with hardly any exception, that a desire to *get something for nothing* is at the root of most of the deviltry in the world. What but this is the source of over-reaching in trade, of all kinds of cheating, of breaches of trust, of gambling, stealing, robbing and burglary, and often of murder? What other enemy lurking in the mind offers a more fatal invitation to temptation? One of the strongest foundations of a strong and righteous character has been laid when one's choice and habit make him unwilling to receive without giving equally.

But one may be just, and yet be a boor, as he may, perhaps more easily, be courteous and yet be a rascal. So the motto does well in that it couples manliness and manners, and puts them in the right relation to each other. It will do the boys and girls good to put this motto into their memories, and to put its habitual observance into their lives.

The Teaching of Morality.

OBSERVATION of children has certainly contributed to the science of education something in regard to the teaching of morality. Such observation has shown that those who try to teach morality by word of mouth waste their efforts. Morality concerns itself with action alone. Where there is no action there can be no morality. How many teachers show children how to be moral on the active side and lead the way? Children frequently receive more training in both thought and morals from their own games than from books. A recent English psychologist says, "What our national games have done for the English race is difficult to overestimate. The playing fields are the finest schools of organized co-operation in the world."—*R. P. Halleck in Journal of Education.*

The One Great Aim of the Public School System.

IT is well that we should all recall the one great aim of the public school system; it is to hold us together, secure the safety of a wide-open suffrage, and assure the progress of the whole population. Child Study, entrance requirements, and all the other things which we are discussing in our educational conventions, are only incidental. We are not to proffer gifts to the people nor hold them down by great armies. The law-making power is to enable them to educate themselves. The public-school system is our protection. We must not forget what a vast undertaking our experiment in government really is. We must not shut our eyes to the world's experience. History does not record a similar experiment which has been permanently successful. The public school system is the one institution which is more completely representative of the American plan, spirit and purpose than any other we have. It can continue to be the instrument of our security and the star of our hope only so long as it continues to hold the interest and confidence of all the people whose interest and confidence are material to its support.

There is not so much occasion to worry about the foreigners. They assimilate with our people with remarkable facility. As a rule they are anxious for education for their children. The schools translate their children in three or four years. If you doubt it, investigate and you will see. The slums are not much of a menace to the safety of the republic; the police will hold them in check whenever the necessity arises, if there is civic spirit enough to keep the police right. But the great industrial and professional class of American citizens must be satisfied with what is done in the schools, and they are not going to be, and they ought not to be, easily satisfied. They will have healthful schoolhouses, they will have a curriculum with less confusion in it, they will have clean-cut, scientific teaching by persons with whom they are glad to have their children come in contact, and whom they would be glad to see in their homes, or this public-school system, with its enormous cost, will go to the wall. It is the ark of our safety. The alternative is impossible.—*Dr. Andrew S. Draper.*

The Place of Child-Study in the Science of Education.

INSTEAD of talking about the science of education, we ought, strictly speaking, to talk about the scientific elements in education—those laws, in other words, which throw light on the business of education. But if, out of regard to usage, we continue to use the term "Science of education," we need constantly to bear in mind the limited sense in which such a science is possible.

What do we mean by Child Study? Child-Study includes what is meant by genetic psychology. The business of education requires as precise a knowledge as possible of the answers to six questions.

(1) The question, What is the end of education? must be answered by philosophy.

(2) The question, What agencies should society employ to realize the ends of education? must be answered by a study of comparative politics.

(3) The question, What subjects should be studied in order that the student may be educated? must be answered by general psychology.

(5) The question, What methods shall be used in teaching these subjects in order that they may be made to bear this educational fruit? must also be answered by psychology.

(5 and 6) The questions as to how much the student can safely be required to do, and in what order we shall take up particular subjects, and how long we shall pursue them, must be answered by genetic psychology.—*J. P. Gordy, Journal of Education.*

What Children Need.

AS a woman, I desire to see the vast affectional resources of the woman's heart brought out in every schoolroom. What most children need in their earlier years, even more than knowledge, is love, and to establish this individual bond, which the man-made machine method had almost forgotten, the best and only method is more individual knowledge of each child. The study of a child, even mentally or morally defective, throws a charm of interest about it and vastly increases the chances of doing that child good. To know children is to love them, and not only the American school with its growing proportion of female teachers, but the American home with its decreasing children and lessening home ties, and American girldom generally, with its fading ideals of domesticity, can only be affected favorably by anything that tends to draw it toward the highest object of human affection, the object most worthy of reverence, love and sacrifice—the growing child.—*Sarah E. Wiltse, in Pedagogical Seminary.*

How It Looks in Boston.

THE most memorable victory ever won by the teachers of any community is that of the teachers of Chicago in the vote of the Board of Education on March 9, when it was voted 19 to 1 that the salary of every grammar and primary grade teacher

in the public schools of Chicago be increased $75 for the year 1898, and $50 per year thereafter until a maximum salary of $1,000 shall be reached.

The teachers began their crusade in the late autumn; the first motion looking to this end was introduced in the School Board, December 29, 1897. In order to secure their end the women teachers had to appeal to the State Legislature, which promptly passed the order, which left the Chicago School Board without any excuse for not granting the petition of the teachers.

Within three years all grammar and primary grade teachers will be receiving $1,000 salary, which is a raise of from $100 to $150 a year, and all differences between the salaries of primary and grammar-grade teachers will be wiped out. The increase to the city will be but $145,000 this year, next year it will be but $205,000 more than it was in 1897, and after the third year it will not be more than $350,000 more than it has been in the past. The School Board room was packed to the limit on the evening of the decision of the question. It was not until 11:30 that the final vote was taken and the teachers staid to the end. Their enthusiasm at the result was boundless, as well it might be, for they had fought a great fight and had won a grand victory.—*Journal of Education.*

Amen and Amen.

IT cannot but be a matter of pride that two universities like Harvard and Johns Hopkins have opened their doors to lectures on the kindergarten, and it is also a gratification to have the kindergarten represented by such able exponents of its principles as Miss Laura Fisher and Miss Caroline M. C. Hart. Miss Fisher's eight lectures are to run through March and April, and are open to both Harvard and Radcliffe students. Miss Hart delivered a masterly address (of which a brief summary is given in another part of the *Review*) in Levering Hall, Johns Hopkins University, on Feb-

ruary 1, when she was introduced by Dr. Edward H. Griffen, the dean, as the first woman to deliver a lecture in any of the lecture rooms of the university.—*Kindergarten Review.*

The Public Schools.

THE writer has had an opportunity during the present year to visit some of the public schools in Indiana. He has seen some of the work in the district schools, has visited some of the wards in a city system and recently spent a day in a neighboring town. Although the time has been limited he has felt that the returns have been more than commensurate because he has always been largely benefited, and has returned to his work with added inspiration and zeal. A day is hardly long enough to make a fair estimate of a system of schools, and yet one may see much in that time.

This town is a delightful county seat of much culture, and a good deal of pride and interest is manifested in the schools by the citizens. The schools are fortunate in having a splendid specimen of honorable manhood as superintendent. We know that the success of the schools is his chief aim. We liked the atmosphere of these schools, for while teachers and pupils had an easy, joyous bearing, the order was good, and it was the order of life instead of death. The children enjoy excellent advantages. We found something to commend in every room, and we saw them all, from the kindergarten, with its impulsive life, to the high school with its womanly girls and manly boys. The teachers all work hard—of course they do. Teachers' positions are not sinecures. They ought not to be. The real teacher counts not his work by hours. He has agreed to do all the good he can in all the time he has, and he has all the time there is. We have noticed that the teacher of average ability who does the best he can has the pupils and the patrons and the superintendent on his side, and the school boards are constantly looking out for him. Well, we are sure we saw teachers in these schools who are not afraid of work. We

do not suppose they are paid for the work they do—in money. But they are paid—they will be paid. There is ample compensation in the teacher's profession. We received back pay on this day.

But there was one thing we wanted to say to the board. The board is perhaps doing all it can for the schools. But we have somehow gotten the notion that since the boys and girls go through school but once, since they will never "pass this way again," they should have the best there is in grounds and buildings and furnishings and books and pictures. They have been left a great legacy of art products; when are they to come into this inheritance if not now? May they not have upon the walls of the rooms at least something of the work of the masters?—Inland Educator, April, Editorial. The italics are ours.

Penny Savings Banks in Schools.

INTELLIGENCE of April 1 has a good article advocating the extension of the school-savings bank system. If pauperism is ever to be abolished it can only be by training children to the habits of thrift and economy which are the only guarantee against it. Improvidence is as fatal to right living as intemperance, with which it so often goes hand in hand. *Intelligence* says:

If the public school is of any value to the body politic it would seem that here is a sphere in which it can be of the greatest service. Here are the children of the poor, the very ones who most need the training, and the state is the teacher, who is most interested in their being developed into thrifty, self-supporting citizens. It certainly seems as if the public school is the place of all places in which every effort should be made to cultivate those personal habits which make for the well-being of the state.

In view of such considerations it seems strange that the school savings-bank system has not been more widely adopted in our country than it has been. The condition of our people makes the employment of such a device in our schools a matter of less imperative necessity than in the schools of Europe, where school savings banks are much more common than with us. But there are very few city or village communities in our country in which there is not an improvident element of considerable size which needs only the chill-

ing breath of a season of business depression to make it dependent upon charity.

This fact is being forced more and more upon the attention of the thinking portion of our people, and the penny-saving system has been growing rapidly in favor during the last few years, particularly in the East, as a valuable adjunct or feature of the public school. The first trials of it in Chicago are now under way and with such promise of most beneficial results that we feel it not only justifiable but a matter of duty to urge the consideration of the matter upon all who are interested in our public schools and in the objects for which they are established.

Three Interviews With Fate.

FATE looked into my door one day when I was young. "How does thy life suit thee?" she asked. "Not at all," said I. "It is too narrow, too restricted, too monotonous. I like it not. I need opportunity. I crave large freedom. I am too pent up, my bounds are inelastic, and my life suits me not. My spirit is greater than its house; it is suited for higher flights. I beg of thee, Fate, to change it." Fate nodded and said: "Wait; thy life will yet be big enough for thee; wait."

Fate looked in at my door a second time; I was then in the stress and toil of middle life. "How does thy life suit thee now?" she asked.

"It does not fit at all," I answered. "It is too large, altogether too large for my small measure; it bags and flaps in the wind; it suits me not. I find myself lost in the magnitude of its too ample proportions. I cannot fill it; there are great empty spaces, and though I hurry hither and thither, I can never quite reach its bounds. Sometimes I think there are no bounds, and I tremble in my too great freedom. I am too small for my life, too inadequate, too immeasurably inferior in view of its opportunities. I pray thee, Fate, bound me, hedge me in, let me at least fill a smaller life to its utmost proportions. I am grotesquely small for my garment of life; canst thou not fit it to me?" Fate nodded and said: "Thou wilt yet find that thy life will fit thee; wait a while longer."

Fate came a third time, and, putting her head well

within my door, she said: "How does thy life suit thee now?" I was sitting by the fire knitting. I smiled and smiled: "Life fits me well now; it is neither too small nor too big. Its folds are warm, and they cover me satisfactorily. I can move easily within my life, and it does not hamper me. I have become habituated to it. I can grasp it and control it. Others lives pass by, but they do not conflict with mine or much trouble me. I am content. I ask nothing of thee, Fate." Fate nodded. "Come with me," she said. "Thou needst a change." And forthwith she boxed up my life in a long and narrow receptacle and put it away from me, saying, "Come;" and, much wondering, I followed her.—*Outlook.*

A Device in Government.

SUPPOSE that a pupil in the primary room should go to the water pail three times during a recitation. Would it not be well to let him go without interruption, and then during the day, at some convenient time, have a general discussion as to how long a pupil can do without water before suffering, and whether, if a pupil's wants have been supplied before the beginning of the recitation, he could suffer before the close. Let the pupils point out the interruption occasioned if all should thus visit the water pail. Personal mention of the offender need not be made, but he should be drawn into the discussion. Or, if thought best, he alone might discuss the matter with the teacher. No matter about details; I mean only to insist that the pupil be led to set up his standard of action, and make his own decision in regard to it, so far as possible, without any regard for the mere authority of the teacher.—*Arnold Tompkins, in Public School Journal.*

A Curious Little World.

WHAT a curious little world is that in which the children live—one all to themselves, with standards and relations and principles all of its own, and one which grown-up folk have not only hard work

to understand, but really know very little about. Many of them do not even acknowledge it. Yet a world it is, to the children, and one in which all the emotions and experiences of the larger, elder existence have full swing, only in a modified form. Right and wrong, jealousy and injustice, ambition and affection, all these and most other springs of human action are to be seen there, did one but know it, and are accountable, just as in the bigger life, for the conduct and deeds of smaller humanity. The queer part of it is that all the grown-ups once knew this world, too, but they seem to have forgotten about it. Let them once attain a certain number of inches and they have to go down pretty nearly on their knees to get anything like an idea of what goes on in the children's world. There was an example of this the other morning in the home of a certain 3-year-old. As is often the case with inhabitants of any sized worlds, this 3-year-old woke up rather cross. All the time that he stood upon a chair to be dressed he kept begging for the "quart measure"—of all unreasonable things. He wanted it to play with, he said, and he refused to be comforted when the nurse told him that it was in the kitchen, and that he would have to wait until he went downstairs. "No, it isn't in the kitchen, it's in my bed," said the 3-year-old, and even when the nurse gave a hasty search therein, just to pacify him, though, of course, not finding the desired article, he still insisted that it was, and wept copiously at a subsequent assertion that he was a naughty boy. Still in a tearful state of mind he went downstairs, where breakfast was as nothing to him beside his desire for the quart measure that he declared was upstairs in his little bed. At last his distress became such that before he had touched his oatmeal, the longed-for article was produced from the kitchen. But, strange to say, his grief remained unassuaged. Although many times before he had made it a plaything, upon this occasion he would not so much as look at it, but begged harder than ever for the "other quart measure," the one that was upstairs in his little bed. The family now put it down to

the whimsicality of smallboydom and refused to make any further efforts in his behalf. Whereupon a dreary day set in for the 3-year-old. Breakfast barely tasted, he had not the slightest interest in any of his toys or usual ways of amusing himself, but for the greater part of the morning remained a sorrowful little presentment of his former self. Shortly before noon, however, his mother made up his little bed, and then, way down under the covers at the foot lay—not the cherished quart measure, but his father's foot-rule, which, as soon as spied by the 3-year-old, was seized with screams of delight. Of course this by no means explained the mystery, but at least the 3-year-old was pacified, which was much to be thankful for. "It must have been my telling him that it was measured off into quarters," said his father, upon hearing all about it that evening at dinner. "You see, I showed it to him last night just before he went to bed, and he was so much taken with it that I suppose he couldn't part with it, even when he went to sleep. And he evidently confounded the strange term, 'measured into quarters' with the familiar quart measure! Well, I'm glad to find out that it had some rational cause. What we took for temper and perversity was plainly nothing more than a rankling sense of injustice—injustice as known to the childish world, that is to say."—*New York Sun.*

* * *

"What immense ears the new neighbor's boy has."

"Yes, mamma. He told me what made 'em so big."

"What was it?"

"He said his mamma washed 'em so much they soaked full o' water an' swelled."

*

Fond Mother:—"I want something for my little boy of eight—something he will remember me by."

Floor Walker:—"Ah yes! Here, Cash! Show the lady to the slipper counter."—*Exchange.*

Workings of the Child-Mind.

SELF-KNOWLEDGE IN A CHILD OF SEVEN.

An active business man, quite free from any morbid hesitation in making decisions or in reconsidering them when made, remembers that in childhood he was often very miserable when left to decide a matter for himself, and more miserable when it was too late to again change his mind.

It was thought that his sunny-tempered little boy had not inherited a touch of this trait until one day when the lad was about seven years of age. His mother was reading a book on phrenology, and laying down her book she laughingly said, "Come here and let me feel your bumps and see what kind of a boy you are."

The boy promptly presented his head for inspection, remarking, "Well, I guess you will find my *wouldye* bump pretty big."

"Your *wouldye* bump! What do you mean?"

"Why, would you or wouldn't you do a thing."

"My child, go on with your play."—*Eva Wilkins in Public School Journal for April.*

The manufacture of imitation pearl buttons from the clam and mussel shells has become quite an industry in many towns along the Mississippi river.

A man was visiting recently in Port Byron, which is on the Mississippi north of Rock Island. He had heard of the button factories along the river, and he wondered if Port Byron had one. In order to find out he hailed a small boy and asked: "Sonny, have you a button factory here?"

The boy replied: "You bet your life we have, and our

Knowledge is of Most Worth? Is There a New Education? Democracy and Education; The American College and the American University; The Function of the Secondary School; The Reform of Secondary Education in the United States.

No better book could be selected as a basis for study in teachers' meetings, teachers' reading circles and like gatherings. The book is of such high order and so finished and complete as to lend a mental and moral uplift to every teacher who reads it. W. O. K.

Complete Language Lessons by Charles De Garmo, Ph.D. Werner School Book Co. New York and Chicago. 256 pp.

Whatever severe criticism may be made of the methods of instruction in the various school branches, it remains a fact that no subject has been so murderously taught as grammar. The reason that grammar is regarded as an unmistakable study for children in the elementary grades is not because of the nature of the subject but rather because of the very defective methods of presentation. Children themselves regard grammar as a "dry-as-dust" study, but this arises from the fact that it is presented to them by the analytic rather than by the synthetic or inductive method. The analytic method of teaching grammar is essentially premature, while if it be presented inductively it may be made as interesting as any study.

Dr. De Garmo presents, in this excellent book, the subject of languages from the inductive standpoints. Beginning with the simplest and most fundamental distinctions in language, the grammatical ideas are presented one by one in their natural order, *not* by rule, definition and illustration, but by concrete exercises in which the children learn by doing. They then grow naturally into a comprehension of grammatical ideas by a true inductive approach to them. The book is constructed along exactly the right lines. It is also beautiful and substantial from the mechanical point of view. It will continually win high favor because it is a book of real merit. W. O. K.

Uncle Sam's School Songs. Edited by C. K. Langley and W. A. Ogden. Hope Publishing Co., Chicago. 241 songs. 192 pp. 25 cts.

An excellent collection of popular songs, some of which are new and taking, while the others are the true and tried

old favorites of which we never tire. It is an ungraded series, and thus it contains songs suitable for all ages. The songs are in the main patriotic, ethical and instructive, while a few are humorous. The songs creating love of home, country and native land are numerous to a gratifying degree. It is a good song book. W. O. K.

References for Third Grade Teachers. Compiled by May H. Prentice of the Cleveland Normal School. Published by Cleveland Public Library. 108 pp.

While this book is a reference guide to books in the Cleveland Public Library and is intended to aid especially the third grade-teachers in the Cleveland Public Schools, it is suggestive and useful to third-grade teachers everywhere. It is a fitting example of a series of helpful reference books such as should be compiled in every city where there is a good public library. Such hand-books as this is make a library of real use. We hope similar books will be compiled for the use of teachers in all of our cities.

W. O. K.

MAGAZINES.

We are delighted to call the attention of our readers to the fact that the *Kindergarten Magazine* will celebrate its tenth birthday anniversary with the May issue. Among the contributors to this birthday number are the following: Dr. Lyman Abbott, Professor Felix Adler, Ellen A. Alexander, Mrs. Alice M. Birney, Madam Kraus-Boelte, Richard G. Boone, Nicholas Murray Butler, Hezekiah Butterworth, A. E. Winship, Lydia Avery Coonley, A. G. Lane, Dr. Jenny B. Merrill, Colonel Francis Parker, Henry Sabin, Margaret E. Sangster, F. Louis Soldan, Lucy Wheelock, Kate Douglas Wiggin, Sara E. Wiltse. These names are a sufficient guaranty of the high character of this anniversary number.

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JUNE, 1898
Vol. IV ✠ No. 2

THE CHILD-STUDY MONTHLY

Edited by
William O. Krohn
Alfred Bayliss

WILLIAM O. KROHN.

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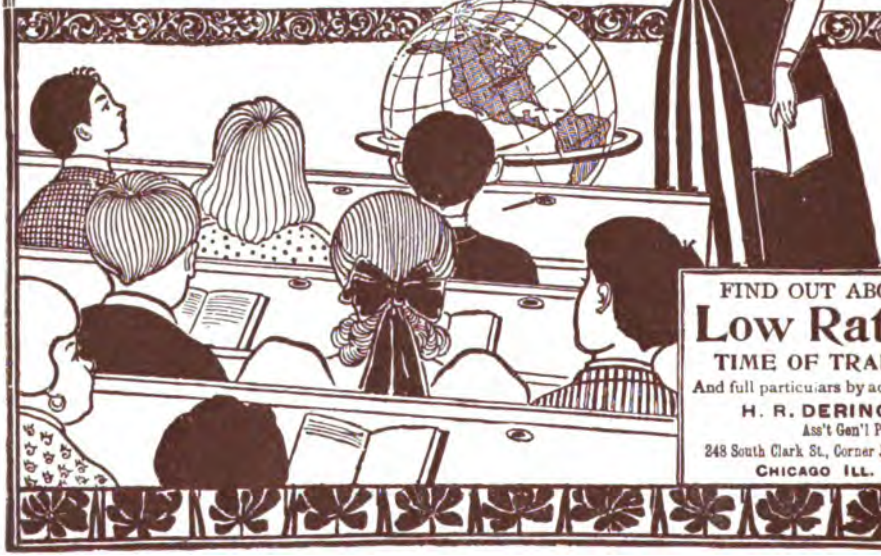

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CONTENTS FOR JUNE, 1898.

W. XAVIER SUDDUTH, M.D. - - - - - - *Frontispiece*

"O COME, LET US LIVE WITH OUR CHILDREN" (POEM), *Elmer Playter Seabury* 67

THE PERIOD OF ADOLESCENCE, - - - *Jeanette W. Hall* 68

OUR CHILDREN (POEM), - - - *Frances Eugenia Bolton* 83

ESSIE, THE PRIDE OF THE SCHOOL, - - - *Mary Riley* 84

WHEN COMPANY'S COME (POEM), - - *Mary White Slater* 87

CAUSES OF THE MINOR MENTAL ABNORMALITIES, *Translated by C. C. Van Liew* 88

TOM—A CHILD STUDY, - - - - - *Edith M. Shortt* 98

DEFECTIVE VISION, - - - - - *E. A. Peck, M.D.* 100

A DEAF CHILD, - - - - - - - - *Nina Claus* 106

NATIONAL EDUCATIONAL ASSOCIATION, - - - - - - 107

A CHARACTER (POEM), - - - - - - - - - - 108

EDITORIAL—

Dr. W. Xavier Sudduth, - - - - - - - - - 109

THE EDUCATIONAL CURRENT—

Our Pilgrim Fathers, - - - - - - - - - - 116

A Priceless Tonic Without Money and Without Price, - 118

Manual Training to the Front, - - - - - - - - 118

ART STUDIES IN CHILD-LIFE (ILLUSTRATIONS), - - - 122

AMONG THE BOOKS, - - - - - - - - - - - 124

W. XAVIER SUDDUTH, M. D.

The Child-Study Monthly

Vol. IV JUNE, 1898. No. 2

"O COME, LET US LIVE WITH OUR CHILDREN."

"O come, let us live with our children,"
And see all the world through their eyes,
Let us see Nature's shrines through a halo divine
That will give a new light to your soul and to mine,
Let us with the children be wise.

"O come, let us live with our children,"
Let us hear with their ears once again,
The flitting of birds, the twigs the wind stirred,
The rustle and song; now our vision is blurred,
And our senses are blunted, O men!

"O come, let us live with our children,"
And go down to the deep heart of things,
The bud that will blow, the grasses that grow,
The dancing of waters that ripple and flow,
The call and the scent of the springs.

"O come, let us live with our children,"
And learn from the sweet undefiled
What loving can mean, and what loving can glean,
Before all of self is so glaringly seen
In the innocent heart of a child.

"O come, let us live with our children,"
They sing, while we toil, and we plod,
They teach, while they learn, and the trusting we spurn,
Is the unity, harmony, loving which turn
From earth to be blended in God.

—ELMER PLAYTER SEABURY.

Pittsburg, Kan.

THE PERIOD OF ADOLESCENCE.

FOSTER'S Medical Dictionary defines Adolescence as "the years between 14 and 25 for boys and 12 and 21 for girls."

The terms adolescence and puberty have been considered synonymous, but Clouston differentiates, describing puberty as "the initial development of the function of reproduction," and adolesence as "the whole period of twelve years from the first evolution up to the full perfection of the reproductive energy."

The average age of puberty in girls is placed by Dr. Helen Kennedy, who has been making observations among high-school girls, at 13.7 years—nearly a year younger than previously given, while other observers have placed the age of puberty in boys at 14.3 years.

The period differs according to race, sex and climate and varies greatly in different individuals. It may also be hastened by social excitement and the reading of erotic literature. No attempt has been made to write an original article, but to collect what has been written by specialists and put it in convenient form for mothers. Someone has said: "Puberty is the grand court of appeal by which weak children are weeded out and only those who have sufficient vitality for life's battles renew their strength and continue their development." The Germans most appropriately call it the "period of storm and stress." The physical disturbance in both sexes is shown by the rapid growth, the increase in the size of the reproductive organs, the elongation of the vocal cords and the increase in the volume of the heart. The outward signs in the male are the broadening of the shoulders, the hardening of the muscles, and the appearance of the beard; while in the female there is a noticeable broadening of the pelvic arch, a development of the breasts and the beginning of menstruation. These out-

ward manifestations have been looked upon as the principal changes taking place, but more recent investigation has proven these to be but the outward signs of the greater change being carried on within. The whole system undergoes a change, and so closely is this development related to the nervous system that Dr. Colin A. Scott (4*) says of it: "Every modification of the sexual organs, and every excitement will have its effect on the nervous system and through it on the whole organism. Nervous centers, voluntary and involuntary muscles, heart and blood vessels, glands—everything is affected."

The changes in the shape of the head and the sudden appearance of new emotions and new powers, point to a structural change even in the brain.

The rapid growth of youths at this period is a matter of common observation. Boys grow most rapidly between fourteen and sixteen and girls at a somewhat earlier period. Dr. Bowditch (5) of Harvard has made observations which show that at 12½ years girls, as a rule, begin to grow faster than boys and during the 14th year are about one inch taller than boys of the same age. At 14½ years boys again become taller, girls having then nearly completed their growth while boys continue to grow until 19. Growth at this period is sometimes phenomenal. One case on record shows by actual measurement a growth of between 7 and 8 inches in one year. Dr. Lancaster states that the growth of the thigh bones may be so rapid that the muscles cannot keep up with them and the result is a stretching of the muscles causing growing pains, or the muscular system may grow faster than the bones and the child becomes awkward. It may be well to add that unless the child is growing very fast the pains in the limbs of which children complain are likely to be rheumatic pains. Very rapid growth is liable to produce irritable heart, a condition which demands great care regarding exercise and excitement.

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* Numbers refer to Bibliography at end of article.

The physical changes are no more marked than the psychical changes. It is a time of increased mental activity, of awakening emotions, hopes, doubts and passions, a time of impulse and independence and, therefore. the time when most of the great things in literature, science and art have been accomplished, when the greatest religious zeal is shown and the most altruistic views are advanced. If, however, these powers are perverted, they result in such lives as Marie Bashkirtseffs has described in her diary. This Dr. Burnham (1) calls "the best description of the extreme form of adolescent activity bordering on neurosis. She described all the characteristics of her sex at this period. She was self-conscious, vain, imaginative, self-deprecatory, dreaming by day and by night, demanding unbounded love, sometimes pathetically religious and," he adds, "she died at the close of the adolescent period, burned out."

Ancestral traits develop at this time. Not only physical, but mental and moral peculiarities become evident. It is the "final struggle and opportunity to establish the type" (6). Dr. Yoder (15) says the latent traits of both parents seem warring for the supremacy, and if there is great difference in the parents, as for example of nationality or of race, the struggle is severe, but when overcome usually produces good results.

Children of good blood, who up to this time have been careless, lazy or even unruly, often suddenly develop the latent characteristics of their ancestors and become manly or womanly; but those who have an unfortunate heredity must find this a most critical period. Where undesirable or unfortunate traits are known to exist in a child's ancestry parents may do much during the early years to prepare him for the coming of his inheritance during the period of storm and stress. If, for example, a child is likely to inherit a bad temper or a dangerous appetite, self-control and self-denial must be the foundation of his training from childhood up; if laziness, he must early be given regular duties and pleasing exercise that he may acquire a habit of movement. A child

of visionary stock may be fed upon facts, given nature-work and other science work, while one from a too matter-of-fact line needs more folklore and stories of imagination.

One of the strongest emotions of the adolescent period is doubt. Dr. Burnham received, in response to a request, letters from a large number of students all of whom testified to this fact. Many testified to terrible struggles, others to milder cases. Most of them attributed their habits of study to the doubts of this period, doubts which drove them to study and investigate that they might learn the truth. Many thought their religious doubts would have been less severe had their religious instruction been more rational. The Rev. Dr. Miller of Philadelphia says: "Doubt need not be sin. Unbelief is sin—unbelief that rejects Christ and denies God; but there is doubt which is only faith finding its way. It is not content to take things for granted. * * * it would know them for itself. Doubt in itself, therefore, need cause no uneasiness." It is, according to Dr. Burnham, "a natural healthy form of intellectual activity." We must, however, see that the doubts are properly met and that the youth is supplied with wholesome material from which he may learn to know the truth. Even the desire to leave home or school need not be taken as a sign of diminished love for home, the parents or the school; it is but a "racial characteristic common to all animal life and not an expression of depravity." Dr. Lancaster (6) says: "The sudden feeling of rebellion against authority which surprises the child as well as the parent is another habit of the race and is not necessarily a bad sign unless frequently repeated." Parents often become anxious regarding the changed attitude of the child toward themselves at this time. Dr. G. Stanley Hall (2) says: "No matter how confidential the relations with the parents may have been, an important domain of the soul now declares independence. Confidences are shared with those of equal age and withheld from parents, especially by boys, to an extent probably little suspected by most parents."

The confidential relation does, however, lessen the estrangement and gives the parent power to lead the youth safely through the perils of young manhood and womanhood.

An increased interest in reading is another characteristic of the adolescent period. The first impulse to greater interest in reading comes at eight years. It increases steadily until 10 years, then takes a rapid rise from 11 to 14, reaching its height at 15. From this time it gradually decreases until at 18 years it reaches a level maintained throughout subsequent life. An investigation of the books drawn from the libraries by adolescents shows that boys choose books of adventure, of travel, of biography; while girls prefer fiction. The thirst for reading at this period must be satisfied and parents may well spend much time and thought upon the selection of reading matter for so important a time. Three things should be kept in mind in the choice of this material. First, it must belong to a class of literature which youths of this age demand; that is, it must be *interesting* to them. Second, it must present a wholesome phase of life that will put high ideals before the youth; third, it must be *good literature.* The indiscriminate use of a library is an exceedingly dangerous thing. Some responsible person should see that children take only such books as will satisfy these three requirements.

To turn to the physical side:

With girls, the expulsion each month of a ripened ovum causes a general disturbance of the system. The organs are gorged with blood, producing a sensation of weight in the pelvis, which may be attended with headache, backache, nausea, etc. When menstruation is first established, the individual may menstruate somewhat irregularly without being in a pathological condition, and this irregularity need cause no uneasiness so long as the girl seems in perfect health. If, on the contrary, there should be the slightest sign of ill-health, a physician's advice should be sought at once. Dr. Rankin (7) says: "A state of nervousness is not

natural, and indicates either that the nervous system has been taxed some way or is being irritated by some morbid condition, or that the body is not sufficiently supplied with blood rich enough to furnish nourishment." For both sexes a much greater supply of sleep is required during adolescence, and not only is more food demanded, but food of the most nourishing kind, in order that the individual may get the maximum amount of energy frem the minimum amount of food. Confectionery is especially deleterious, first, because it is, as a rule, taken between meals, thereby deranging the digestive system, and second, because even if taken with the meals, it adds still more sugar to a diet which is usually already over-supplied with this substance and favors the fermentation in the stomach. Rich pies, cakes, etc., should form a very small part of the diet, for while they may contain much nourishment it is not in a form to be easily digested. Malnutrition from various causes is the source of most adolescent diseases. This period is normally peculiarily exempt from disease, the liability thereto being greater at 13 and again at 18 than during the intervening years. But the relation between the nervous system and the reproductive system is so close that neglect and carelessness have brought about a list of diseases peculiar to this period. Among those common to both sexes are adolescent rickets—a form of rickets recently found by Dr. Ridlon (8) to be quite distinct from ordinary rickets—epilepsy and catalepsy, St. Vitus' dance, paralysis and insanity, while those peculiar to girls are, inflammation and displacement of the uterus, hysteria and a tendency to tuberculosis caused by the ease with which the nutrition of the system is disturbed. Many cases of displacement and prolapsus of the uterus are caused by constipation, in which condition the fæces press the organs out of place.

Dr. Emmet (9), the world-renowned gynæcologist, says that "hysteria is usually caused by menstrual disorder, and most often at puberty before the system has become impressed with the menstrual habit." Menstrual difficulties at

this time may take the form of melancholia or mania. Dr. Burnham says regarding melancholia: "The patient becomes dull, listless, suspicious, perverse and shows apathy of feeling, while the symptoms of mania are self-conceit, pertness, restlessness and hysterical acts.

It seems possible for one system of organs to take all the nourishment it needs, leaving another system of organs to suffer. For example: The reproductive system may develop naturally, bodily growth may be rapid, but the development of the brain may be impaired from want of food and the resulting condition produce a case of insanity if there be an inherited tendency; if not, a case of St. Vitus' dance, paralysis or epilepsy. On the other hand, the nervous system may properly develop, the general health may be good, but the reproductive organs be dwarfed in their development. This, in girls, produces either an invalid from so-called female complaints, or the thin, masculine woman; while in boys it results in an effeminate individual, lacking those manly qualities which mark the perfectly developed male.

Dr. Christopher (10), in speaking before the Child-Study Congress at the Chicago University, said substantially that if a child were growing fast and studying hard while at the same time it should be developing the reproductive organs, it would be almost impossible to furnish him with sufficient food to properly carry on all of these processes, and something would be sure to suffer. He attributes the inability of so many mothers to nurse their children to the hard study carried on at the time when the system was taking so much food for growth and brain-work that there was not enough left to allow a complete sexual development.

Clouston says: "American physicians tell us that there are some schools in Boston that turn out young ladies so highly educated that every particle of spare fat is consumed by the brain cells that subserve the functions of cognition and memory. If they marry they seldom have more than one or two children whom they cannot nurse; and who

either die in youth or grow up to be feeble-minded folk," and he asks, "Why should we spoil a good mother by making an ordinary grammarian?"

Dr. Edward H. Clarke (11) attributes much of the weakness of women to the educational methods of our schools. After giving an example of a girl whose health was ruined at this time, he adds: "It was not Latin, French, German, Mathematics or Philosophy that undermined her nerves. She lost her health simply because she undertook to do her work in a boy's way and not in a girl's way." A girl can carry much heavier mental work without injury if she takes a partial or complete (as the case requires) rest from study during her menstrual week. It is possible for her to study hard right through this week without at the time noticing any harmful effects, but some time it will tell upon her. Nature demands that during adolescence a girl should have a week's time allowed her in which to carry on this important function.

In one of the leading woman's colleges of America, a definite arrangement is made by which every student may be absent from lectures one week in four without comment from the faculty. Herein lies one great advantage of the woman's college over a co-educational institution where such an arrangement is impossible. Among the symptoms of overwork at this time may be noticed an irritability from slight causes, nervous starting, unreasonable fits of laughing or crying. These symptoms indicate a necessity for changed conditions. If the conditions are not changed, serious results may follow as illustrated by a few examples:

A girl who from her early childhood had appeared often in public, keeping late hours and becoming nervously excited, was, at the age of about 13, suddenly stricken with a disease which baffled the local physicians. For five years she was confined to her bed. When about 18 she recovered as suddenly as she had become ill; a case of adolescent hysteria brought on by undue excitement and nervous strain during the period of puberty. Another girl of 13, ambitious to fin-

ish her grammar school course, worked beyond her strength. She looked pale and ill, and her parents felt some anxiety regarding her, but had no idea of the gravity of the situation, as the child hid her real condition in order to be allowed to complete her work. By sheer force of will she kept up until the closing day of school, when she collapsed. After an examination by her family physician, a consultation of physicians was held and her case pronounced tuberculosis and beyond help. In this case the malnutrition of the body made it unable to defend itself from the tubercular bacilli, which all persons take in daily with food and air. A girl of 14 carrying a heavy preparatory course in a school for boys, successfully passed the Harvard examinations at this early age. Her mother said that she never seemed to study hard nor to worry over her work, and her health was apparently good, but a few weeks before her graduation she became a victim of nervous prostration of a most serious nature. After a few months of extreme care and skillful medical treatment, she was able to walk and to ride out. Whether or not a complete cure was effected I have not learned.

A boy of 15 in a class composed of boys, nearly all older than himself, succeeded in carrying the honors for scholarship, but toward the close of the preparatory course he became irritable and had twitchings of the eyes, and finally, after a two-weeks' illness, died from spinal meningitis. During his deliriums he raved of his studies. Dr. Christopher describes a case which was brought to him for treatment for epilepsy. The boy had already had these fits frequently enough to leave their mark upon his face. The doctor ascertained that the boy had been growing tremendously; that he was studying hard and that he had entered upon the age of puberty. He prescribed total rest from school work and, as nearly as possible, total rest from physical exercise and as much nourishing food as he could eat. His directions were carefully carried out; the boy lay about doing little else than eating and sleeping. He had one fit after the treatment began, but did not have another, and lost

even the traces of the former ones. Dr. Christopher cited this as an example of epilepsy from malnutrition caused by the very great demands upon the system during adolescence. Dr. W. P. Spratling, superintendent of the Craig Colony for epileptics, says that one out of every five hundred of the population is an epileptic, and that 75 percent of these contract the disease before they are 20 years of age.

A good deal of the ill-health of women is attributed by Dr. Clarke to "artificial deformities strapped to the back or piled on the head; to corsets and skirts, and as much to the omission of clothing where it is needed as to excess where the body does not require it." Neither corsets nor any variety of tight clothing should be worn during the adolescent period. Any pressure upon the abdominal organs crowds them down upon the uterus, which in turn is crowded out of its place, producing prolapsus or displacement. Heavy skirts, besides dragging upon the pelvic organs, are not a proper protection for the lower limbs, which should be clothed separately as by tights or bloomers under the dress skirt. Stairs, usually considered so harmful, have been declared by two eminent physicians to be harmful only to those who wear tight clothing.

During the first years of puberty, school work should be lightened or omitted during the menstrual week. The importance of giving the reproductive organs an opportunity to develop is thus expressed by Dr. I. P. Davis (13). "The condition of the uterus exercises a controlling influence over the physical and mental health of every woman, whether a mother or not, for about 30 years of her life;" and further by Dr. Rankin (7), who states that "if the reproductive machinery is not manufactured during adolescence, it will not be later. If imperfectly made it can only be patched up and not be made perfect afterward." During the menstrual week the feet and lower limbs should be very warmly clad; slippers worn in the house or thin-soled shoes on the street in winter bring about congestion of the pelvic organs. Often it is too slight to be noticed at the time, but

it will eventually produce structural changes and bring upon the wearer those ailments which make life miserable. There is, during menstruation, a natural congestion, and if to this be added a pathological congestion, the condition becomes serious.

Should arrested menstruation result, as it may from sudden anger, fear, or grief, from cold, fatigue, or exposure, the patient should at once be given a hot drink, and if necessary dry clothing. Should pain ensue the patient should be put to bed, and a physician should at once be called, as the longer the time which elapses before the menstruation returns the more difficult it is to re-establish it. The depression of spirits which so often accompanies menstruation may be alleviated by fresh air, a better diet, a tonic, by cheerful companionship, or by relief from brain-work. Dr. Davis gives the following list of things to be avoided during menstruation: Balls or parties, picnics or excursions, sleigh rides or any rides where the feet cannot be kept warm, violent exercise, the use of sewing machines, much sweeping, sitting or standing in a cold, damp place, or in a draught, sudden changes from a heated to a cold room, cold baths or any whole bath. He says, too, that "study is often blamed for a girl's ill-health when really it is caused by the mother, who, in ignorance of the laws of health, permits late hours, parties, thin boots, and unsuitable clothing, and allows insufficient nourishment and too much exercise at the monthly period. During the adolescent period, girls should have more outdoor amusement, should walk and run as boys do, should play such games as croquet and archery. Lawn tennis, horseback riding, sea-bathing and skating should be indulged in with moderation, but never during the menstrual week. In regard to bicycling, Dr. Sperry (18) says: "It will be a delight to girls to learn that the fact of their sex is in itself not a bar to riding a wheel. If the girl is normally constituted and is dressed hygienically and if she will use judgment, she is in no more danger from riding a wheel than is a young man, but if she persists in riding in a

tight dress and uses no judgment in deciding the amount of exercise she is capable of safely taking, it will be quite possible for her to injure herself." Among boys there is great danger of overtaxing the strength, for although a boy of 16 may be as tall and as heavy as one of 21, he cannot do as heavy work without injury to himself. The home-life of adolescents should be made especially attractive that their attention may not be too much centered upon themselves, and that they may not brood over fancied ills, or seek entertainment elsewhere. The choice of companions is especially important as the whole future question of companionship is usually decided during this period. The method of education must be radically changed at this time, in order, by its freshness and its freedom from routine, to keep the youth mentally active. It should also be arranged to occupy hand as well as head. Dr. Burnham says: "Activity is imperatively necessary. Education for adolescents must no longer be mere acquisition, it must give outlet for action. For many this is necessary for mental balance; for all it is a means of saving waste energy." He recommends, as especially adapted for this period, manual training, laboratory work, physical training, sports and excursions, and says, too, that girls suffer more from inactivity than do boys. The value of manual and physical training cannot be too strongly stated. Some of our leading colleges make physical culture the only required study, all other work being elective. Dr. Krohn (12) says: " Parents as well as school boards and school superintendents should be educated to see the necessity of more physical training and less mental overstraining in young girls. Too much brain work and too little body work is the evil of our schools."

Regarding religious training, Dr. Lancaster suggests the presentation of Christian characters, without much comment, as ideals, and of Christ as the "ideal, heroic God-man," whose self-sacrifice, devotion, purity and nobility of character will most strongly appeal to youths who are looking for a king to whom they can yield " a free, spontaneous

loyalty." One of the most fruitful sources of imperfect sexual development is ignorance. Children are not properly prepared for the change, and are not instructed regarding the requirements of this period. Prof. Earl Barnes (14) says: "There are two sources from which this knowledge may be obtained—one true and pure, the other false and dirty." He further says that "nineteen-twentieths of children draw their information from those * * * who possess the morbid, false and dirty view. They master the vocabulary which dates back philologically to our Aryan beginning, but to print which is a crime. The view which these children obtain is an abnormal one, and when they develop they use their sex powers abnormally." Dr. Helen P. Kennedy (3) says "that of 125 girls from whom she obtained written statements on this subject, 36 passed into womanhood with no knowledge whatever, from a proper source, of all that makes them women; 39 had received a very meagre amount of instruction, while less than half of the whole number felt free to talk to their mothers on this important subject." Dr. Davis says: "Many a woman whose childhood was bright with promise endures an after-life of misery because, through false delicacy, she remained ignorant of her physical nature and requirements." Dr. Creighton, Bishop of London, in speaking last December before a clerical and lay conference on "The Promotion of Purity," said: "We have gone seriously astray in our conceptions of what it is proper to teach the young in order that they should be best equipped to avoid temptations to impurity." He advocated more careful and fuller instruction on physiological subjects, beginning with plant life, and believed that excellent results would accrue from the provision in localities of lectures by Christian physicians, which would give to young men that knowledge which would enable them to avoid evil which it is essential for the well-being of the nation to be avoided. Dr. Lancaster says: "The simple matter of night emissions, which are likely to happen any time after puberty, though

perfectly harmless, causes fears and leads to the worst evils, despondency and imaginary disease." He cites many cases of boys who have secretly corresponded with quack doctors and bogus medicine companies, who send out advertisements promising to cure young men of this "terrible disease which leads to frightful conditions." Boys not knowing the truth about themselves think they really are diseased, and write for advice and treatment. On young man had paid $45.00 and wrote that he would send $5.00 more, as he thought he was a little better. Another boy had paid out $500 to be cured from a condition which, according to the boy's own description of symptoms, was perfectly natural. These letters, by the way, although sent in the strictest confidence, were sold by the medicine company receiving them; sold with the writers' names, addresses and confidences in full. Dr. Lancaster obtained possession of a thousand of these "confidential" letters at one time. Are we going to allow our boys and girls to come to this critical period in their lives unprepared to meet and cope with its dangers? Shall we sit quietly down with the means in our possession to present this subject in its pure and noble aspect and allow someone else to poison the minds of our children and inflict upon them a view of sex and reproduction from which they can never free themselves? Shall our girls become invalids through ignorance and our boys be robbed of half their manhood because of our "super-refined delicacy?"

Let us rather attain to that height from which we ourselves can look out upon the subject freed from all impurity and see in reproduction the crowning feature of God's great plan of life. Then, with a scientific knowledge of the subject, let us present it to our children that they may look upon puberty as a phase of life as sacred as birth or death and as pure as infancy or maturity and upon reproduction as a sacred power.

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Berwyn, Ill.

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* * *

Boy.—"Is God everywhere?"

Mother.—"Yes."

B.—"In this room?"

M.—"Yes."

B.—"On the table?"

M.—"Yes."

B.—"In the sugar bowl?"

M.—"Y-e-s."

B.—(Clapping cover on the sugar bowl) "Now I've got him."

OUR CHILDREN.

For whom the dainty robe of white,
The cradles draped in draperies light,
The perfumed boxes, smiles so bright?
Our children.

For whom the dreams of coming weal,
The hope of fortune's turning wheel,
The coming of the high ideal?
Our children.

For whom the heavy load of care?
For whom the silver-threaded hair?
For whom the sorrow and the prayer?
Our children.

For whom the wide world's thought and deed?
Of whom the journals that we read?
What seems to be men's coming creed?
Our children.

Whose place is that high place that's given
Before the world, before kings, even,
Accorded both by earth and heaven?
Our children's.

What waits the Master for beside
The crowds that push in, bark and chide?
Whom calls he softly to his side?
Our children.

With gratitude no deed can render,
Who comes with lilies pure and slender,
To wreath our graves with love so tender?
Our children.

And who are these in heaven's bars,
So angel-bright, where no sin mars,
Who gem our crowns with brilliant stars?
OUR CHILDREN.

—FRANCES EUGENIA BOLTON.

325 Champion St., Battle Creek, Mich.

ESSIE, THE PRIDE OF THE SCHOOL.

ESSIE MATTHEWS, the subject of this sketch, is a full-blooded Pima, born of parents educated at a government Indian training-school. When enrolled as a pupil in the Phœnix Indian Boarding-school, Oct. 1, 1897, she was hardly three years of age. Her home on the reservation is a desert

ESSIE, THE PRIDE OF THE SCHOOL.

scene of cacti, sagebrush and mesquite, presenting no associations to link with civilized life. Her first month at school was marked by crying and manifestation of the fear and dread which a small Indian child frequently shows at the approach of a white person. Out of doors she would flee if an employe drew near. In the kindergarten, among class-

mates and teachers only, this fear gradually vanished and confidence grew. At the end of the second month she began to demand the English names of objects. Observing a cloud in the usually sunlit Arizona sky, she pointed toward it with the inquiry: "What is it?" The third month she was able to choose songs and games in the kindergarten. At about this time it was noticed by her voluntary greeting that she knew the names of all the residents of the institution, comprising a population of five hundred. She also displayed capability as a messenger.

While having a thorn extracted from her finger she used the exclamation, "Ouch!" instead of the Pima equivalent, "A-ma!" Coming in contact with and receiving attentions from so many, she has made phenomenal progress in grasping the English language. The new speech comes spontaneously, seeming to supersede the native tongue. It is a convincing argument that the Indian child taken into civilization at Essie's age has less of the Indian stamped in its nature, and consequently less to obliterate.

While being entertained in a teacher's room during her third month in school she watched the process of popping corn and was given some to eat. She examined the corn-popper and inquired as to its use. At a later time she was found in possession of her friend's room, manipulating the corn-popper, and showing her power of imitation by endeavoring to produce the greatly desired result.

Jealousy developed without hint or suggestion upon the arrival at the school of Nina Marie Chiago, a Papago of the same age. Essie seemed averse to sharing with a rival her glory as "The Pride of the School." This feeling found expression in refusing to occupy the same couch for an afternoon nap, calling attention to Nina's reticence of speech, and disliking to see equally beautiful apparel furnished for her school sister. Judicious training, however, has tended to eradicate this spirit which no longer shows itself in speech or action. In a game she passed the thimble to her teacher, whose attention at that moment being

required elsewhere, the play did not proceed. Essie showed resentment at the seeming disregard of the honor she had conferred by remarking: "Miss N., I won't give you the thimble again; I'll give it to Juan Pablo!"

Sitting in her teacher's lap one day, she showed an active imagination by playfully covering her teacher's ears, saying, sadly: "Now, you have no ears." Removing one hand, she said, brightly: "Now, you have one ear." Taking away the other hand, she joyfully announced: "Now you have two ears; your ears are all right." This thought must have been original, as no one was known to engage in a like play with her before.

Hearing the war question discussed at the same time a strange dog happened to appear, she ventured the query, pointing to the dog: "Is that Cuba?" Her habit of freely seeking information has broadened her mental horizon, and cultivated her powers of observation. Her advancement has been much more rapid than that of little Nina, who possesses all the timidity an older Indian pupil shows on entering school. Essie has a winning, affectionate disposition and has captivated all hearts by her artless, childlike manner.

Anticipation of a summer vacation at a teacher's Eastern home has involved a large share of her mental philosophy of late. Talking it over, she said: "I will put on my new hat and nice, new dress and new shoes and go away, way off on the train with Mrs. C. to her home. Will I come back?" Learning that she must gain the school superintendent's consent, she at once essayed to do so, but found it necessary to advance her best arguments.

"What would I do for a little girl while you are gone, Essie?"

"Oh, you may have Nina."

"What will you give me if I let you go?"

"I will give you an orange."

A friend in the neighborhood entertained the kindergarten one Saturday afternoon this spring. The lady has

since died, and some, ignoring kindergarten theories on the subject, answered the children's questions by explaining about her death and funeral.

A week afterward Essie sought consolation from a friend, saying, "Poor Mrs. Sanderson! she is dead, and they had to put her away down in the ground. She will never make candy for the children again. What will her little girls and boy do for a mamma?" It seems that her superior mental endowments are inherited from educated parents.

MARY RILEY.

Phœnix, Arizona.

WHEN COMPANY'S COME.

When company's come, ma lights the parlor,
Sue runs an' gets her Sund'y collar,
An' smooths the tidies on the chairs,
Then sits around an' puts on airs.
Whew! Ma spreads our white table cover,
An' says: "This work is such a bother,
But our hired girl is gone away"—
You'd think we used it every day!

We're jus' so good, an' keep so still,
For ma makes me an' Bud an' Bill
Sit on the sofa in a row.
Miss Brown says: "Are they always so?"
But she don't know how glad I am,
'Cause no one's told her 'bout the jam
We always have, when company's come;
An' she can't hear Bill say: "Yum, yum!"

An' when we all sit down to dinner,
Pa makes a prayer for every sinner,
An' says: "We're thankful, Lord,"—I am,
But I'm most thankful for the jam.
We all peep through our fingers then,
An' watch him till he says, "Amen,"
An' then we pass our plates fur some—
My! But we're glad when company's come!

Ironton, Ohio. MARY WHITE SLATER.

CAUSES OF THE MINOR MENTAL ABNORMALITIES.

(*Continued.*)

III.

Among the causes of minor nervous and psychopathic disturbances, heredity, as a rule, plays a very important part; in my experience, often too important. Its influence is frequently fatal, especially in those cases that lie under the curse of northern "Realism," which pretends to represent reality on the stage by elevating to the position of normality the shady sides of real life; the socially, as well as psychopathically abnormal phenomena. Especially in Ibsen do these degenerates, psychopathically cursed through heredity, play an important role. Fortunately in this case we have to do directly only with spectres; but, as I recently had opportunity to observe with interest in the case of a sixteen-year-old countryman of Ibsen, irritably weak and with strong psychopathic taint, they are capable of taking effect so much the more seriously in proportion as they find strong psychopathic affinity in the natures of their admirers. In spite of his intellectual weakness in several other spheres the youth had devoured, among others, the "Ghosts" and "Nora," as he would a new gospel, and, in a state of great exaltation, then constantly saw spectres whom he adored as his ideals, and whom he strove faithfully to imitate (10.*)

It is a fact that idiosyncrasies of the parents are inherited by the children, although the fact is still not wholly understood. It follows, of course, that abnormal peculiarities are inherited, although apparently more rarely than the normal, and perhaps for this reason, that the abnormal already bears with it the germ of death. If physicians frequently have another opinion, it is probably for this reason,

*Figures refer to Bibliography at end of this series of articles.

that they are sought only by the sick and not by the healthy.

Yet, even Moses knew that "sins of the fathers are visited upon the children even (but only) to the third and fourth generation." And in the Christian Church, from the beginning, the dogma of "original sin" has played an important role. But either normal or abnormal peculiarities can be inherited only at first in the form of disposition. For, if developed peculiarities were really inherited, the new-born child would necessarily be a fully developed human being. The traits that appear later in the character of the adult can only develop gradually. This will take place if the predisposition finds a suitably nourishing soil for development. Even in this case, as Du Bois-Reymond once aptly put it in a lecture, that which is inherited must be earned in order to be possessed. Now, if the circumstances are unfavorable, the inherited trait is stunted; under other circumstances, it unfolds in this or that form. It is also probable that if both parents are in any way psychopathically afflicted, the children will inherit a like abnormal tendency—*i. e.*, there is the possibility that the child in the course of its development may assume the traits of the parents. Now, certain circumstances, as for example the counteracting influences of education, can prevent this; but in other cases also they may further it. The latter occurs, for example, if the erroneous traits of the parents constantly exert an educational influence upon the child; if the child possibly finds his ideals in the failings and weaknesses of the parents. For this reason, also, it is desirable that, as soon as any striking affliction appears, the child be transferred, for a time at least, to another environment that will counteract it.

It seems to me that much we call hereditary is for the greater part due to adaptation to the habits of the parents, to the imitation of their movements and actions, or to acquisition through training and education. Especially may this be true of psychic traits. For this reason also

the pedagog may be more optimistic than the physician in the judgment of morbid phenomena; my own experience supplies me with some sanction for this view.

In the case of heredity the further fact should be noted, that, for reasons already named, the same morbid trait is not always transferred to the children, but only a general impairment or weakening of the individual, the future development of whom may vary greatly.

"Not always," says Scholz (p. 4 f.) "do the predispositions develop in direct line, so to speak, but deviations appear. In the case of nervous diseases, properly so-called, the inheritance is, in fact, directly characterized by just such deviations and heterogeneity. In such cases the finished development of the disposition appears, now as simple neuralgia, then as epilepsy, finally as a real mental disease or a proneness to vicious or dissolute habits. Thus it often happens that in diseased families the most varied forms of transformation appear, presenting a group of true patterns of all possible nervous diseases, the sprouts of a common disease root. Something similar seems to repeat itself in the inheritance of simple traits of character. That which appeared in the father as pride, for example, reappears in the son, it is true, but in the intensified form of personal insolence, or as distrust in the intentions of others. Prudence is converted at times into distrust or greed; greed into harshness and cruelty. Or conversely, in the case of children of pious and philanthropic parents, the inherited disposition appears in the most varied forms of Christian charity. The one son will become a minister of the gospel, the other a physician; one raves for the welfare of humanity in general, the other prefers devotion to an individual. One sister exercises a practical "loving-the-neighbor;" in another the transformation of the inherited tendency appears in the enthusiasm for art and science. Intellectual faculties and facilities also appear to undergo, through heredity, transformation into related forms. Mathematicians sometimes have excellent musicians for sons; the

natural tendency of the musician for rhythm, theme and symmetry often finds a related expression in the disposition of the son for architecture, that 'frozen music,' as Heine puts it."

If now, in fact, much of what is regarded as due to heredity is only apparently inherited and is for the greater part acquired, we still have the right to regard the following as true: That a disposition to psychopathic irregularity may be regarded only as inherited if the ancestors were known to have suffered from minor mental abnormalities, from mental diseases or other nervous disturbances, or if the parents, or under circumstances also either father or mother alone, at the time of conception, though not suffering from neurosis, were physically or mentally weakened and debilitated by sickness from which they had just recovered, by privation, by overexertion in the calling or in social life, by age or in any other way.

Weakness of the entire constitution of the child or even only of the nervous system, and hence also this or that pernicious state may be explained as above. But an abnormality may only be definitely regarded as inherited when it appears in earliest youth and a similar condition can be demonstrated to have been true of the parents.

Very often too much weight also is laid upon "signs of degeneration." If a cranium and the brain it contains are misshapen, it is clear that the mental life, whose organ the brain is, may be abnormal. On the other hand one cannot always tell what is in a head by looking at the outside of it; and even though an ear-lap be grown to the head, or some other physical member be deformed, I still find it hard to understand why the entire personality should for that reason be psychopathically abnormal. In general the entire theory of heredity is far better suited to fill psychopathically weak and irritable parents with dismay, to render them pessimistic, and thus to beget mental injury, rather than to make definite disclosures. It is important, therefore, only for the physician and the educator, in as far as the

defects which ancestors have possessed may facilitate diagnosis and treatment, and especially may give hints as to what tendencies it will be possible for care and education to avoid.

Injuries to the nervous system also often occur before birth, which are, therefore. in one sense acquired, although present at the time of birth. Similarly such difficulties arise during birth itself, especially through injuries to the tender skull.

Now, when a child comes into the world with a weak constitution or possibly with injuries to the nervous system, it is far more exposed than the sturdier child to the injurious influences that affect it later in life, and hence it easily occurs that many a psychopathic affliction that is acquired, although favored by a nervous habit, comes to be regarded as inherited.

The causes of acquired mental abnormalities are very varied. They are sometimes somatic, sometimes psychic.

Among those due to somatic causes are to be named, first, the numerous cases in which permanent mental anomalies are acquired through inflammation of the brain or any other of the well-known sicknesses of childhood. If, after such sicknesses, the nervous and mental life of the child is strikingly changed, the cause is clear to everyone.

Of still greater importance to education, because they are generally avoidable, are other somatic causes, such as overexertion of the body, enervation or excessive hardening, privations of all sorts, injuries to the body, especially by a blow upon the head, violent concussion, pressure, etc., acute and chronic alcholic poisoning, the misuse of other means of stimulus or enjoyment, fondness for sweetmeats (12), etc., and finally the physiological processes of development and physical functions, such as development of puberty (13), menstruation and sexual excesses.

Among the psychical causes are to be mentioned, first, over-exertions in the intellectual sphere, especially through instruction. We are often anxious to stimulate the child's

mental life even in infancy. Then comes the kindergarten and the primary school with a profusion of indigestible materials and occupations. Things that can hardly be grasped and assimilated in the eighth to the tenth years are already presented in the fourth to the sixth years. I have found all the "messianic prophecies" already drilled in, in a primary school. In the regular schools the difficulty increases still further. And so rarely does one find any understanding of this question, especially of the requirements which may be placed on psychopathically disposed children.

Hundreds of school-reform monographs, for example, have appeared in recent years; but in vain does one seek for a single one that earnestly espouses the cause of our youth that are, through neuro and psychopathic causes, also socially in danger. Yet they have had a great deal to say in general and to lament concerning mistakes and harshness in instruction and education, concerning unsuitable choice of life-calling and still less suitable preparation for the same, and concerning the consequence of all this, the systematic destruction of many mental and moral lives.

For half a century a great deal has been said and written, it is true, against the mental overburdening of youth; but seldom has there been any insight into the fact, that that part of our youth in the gymnasium (secondary school) that is morally and mentally strong and healthy has hardly been overburdened as to quantity; but that the overburdening has fallen upon most of the boys and girls who, in addition to the regular school work that is in itself sufficiently burdensome, because often quantitatively unsuitable for their minds, must be still further treated to the same unenjoyable diet at home in supplementary hours, until it becomes completely nauseating and an injurious burden. It is not the *number* of hours that burdens in the first place, but *what* is offered the pupils during the hours in question and the *way* in which it is offered that determines whether they are able to receive it. Tedium wearies, not fresh and joyful work. Aversion irritates, excites, exhausts and

finally poisons the will; but not a lasting and lively interest. Force creates fear and trembling, deceit and fraud; but the free will begets strength of character and mental power.

The center of gravity in this question of overburdening lies at a point where it is so seldom sought. It lies in that "didactic materialism" (14) which Dörpfeld so ably scourged and which, as the permeating spirit of our public education, is systematically cherished from above down through all the countless examinations and the privileges they confer. It is to be seen in that superficial pedagogical view which regards subject-matter and technical facility as such, as synonymous with mental power and growth, and which will not comprehend that intellect and will, live not upon what they consume but only upon what they digest, and that therefore everything that is crammed in beyond the limit of digestion not only does not benefit, but actually harms.

This view, which unfortunately too thoroughly rules home, school, church, state and social life, becomes the more threatening to the mind and nerves of the oncoming generation, in that it is associated with a verbalism which converts the biblical saying: "The letter killeth, but the Spirit giveth life," into its contrary. "Learn only the words; the understanding will be given unto you later in life," is not only a dangerous bit of the pseudo-wisdom of theology persistent even to-day, but is to be found practically applied in every salon, in political and elective addresses, in the pulpit, in the schoolroom, in every primer and in every reading and textbook. Let one take the daily program of any class whatever, especially of the higher schools, and add up to see how much time is devoted to linguistic form, to reading, writing and grammar, and how much to the formation of live and concrete ideas! Above all even the first school year contributes not only to the warping of the mind, but also, according to the view of the physiologist, Preyer (recently deceased), of the brain; the centers of writ-

ing and reading develop excessively at the cost of other brain centers.

* * * * * * *

"The lemon is a soft, juicy fruit. The choir sings a choral. To-day I have received my marks. The cigar glows. The cylinder is round."———"There is an arbor in our garden. Be glad of life. The lark hovers in the air and sings a song. Put away lying. The air is mild. Obey your teachers and follow them. The farmer tills the soil. Love your enemies. Linen is made of flax. The linden before the door is already very old."

These illustrations are taken from a primer, the sole text-book for the first school year. Neither the primer nor the extracts were especially selected. One finds just such barren and heterogeneous materials in every officially recognized primer. If one opens the commonest text in French or Latin, he finds exactly the same picture. It is the same when one gathers together the titles in the officially adopted or even monopolized readers. Primers, readers and linguistic texts that offer connected subject-matter which does not stupefy spirit and sentiment, so far as I know, up to the present time have not yet been introduced into a single public school of German countries. Such a thing is not officially permitted.

Now it is such materials as these with which the brain of the poor pupil must busy itself orally and in writing during most of the time of instruction and most of the hours for home work, day after day, year after year. Can we wonder if the mind is crippled in the process? Add to this still that the texts for object instruction in ordinary use also offer but the skeleton without the flesh—bones that none will gnaw on who is not forced to it. Thus everywhere the pupil is led over barren wastes, while all about lie beautiful green pastures. Into the bargain, we complain of him because he is confused, erratic, inattentive, dull and lazy. Poor pupil!

Another chief cause of the overburdening both of our

numerous psychopathically and neuropathically disposed scholars and of the healthy but meagerly gifted children, lies in the fact that traditional psychology, and with it current pedagogy, either consciously or unconsciously always considers only normally endowed minds, and that accordingly even the public-school system is adjusted only to the normal—that is, to the physically and mentally healthy and vigorous. It is only in the most recent times that the Volks-school has begun to institute special classes for the noticeably weak. If the school only exists for the purpose of sifting the youth for certain political and social privileges, then one can raise no objections to such arrangements, nor even complain, if, for example, it is able to bring to graduation but three out of forty-two Sextaners (students of one of the lower gymnasium classes). But if the public-school system finds its primary task in the most suitable training of every individual child, as every family must desire, then it is not meeting its obligations in first dragging along so many children who, because of bodily and mental disposition, are not equal to the work, and then dropping them, often exhausted or even injured in mind and body, somewhere along the line of march of higher education, without sympathy or wholesome advice, without sufficient measures of precaution to prevent weakening and degeneration.

It cannot be our task here to inquire how these conditions are to be bettered, nor especially how the family, which in the end must bear all the pain, and most of the burden, if the children fail in the public school, will be able to maintain its just claims against the bureaucracy and "scholarchy" that too thoroughly dominate the school. I must therefore refer to my special treatises on this question (15).

That which compels so many nervous and psychopathically affected children to submit to being harassed and fatigued is the anxiety to obtain the certificate of right to the one-year voluntary military service, which they would unques-

tionably be able to attain in many cases more quickly and certainly under a rational system of education.

The one year voluntary service passes as a privilege of those in our nation who are possessed of material wealth. Viewed from our standpoint it is often the opposite of a privilege—the beginning of the mental, moral and frequently also physical degeneration of those receiving the privilege, and of the sorrow and care of the family over its degenerate member. It is not our task here to discuss the political and social side of this question (16). Here I shall only indicate with emphasis, from a pedagogical and pathological point of view, that in place of a system for the extortion of privilege-certificates, an education might well be substituted that would both avoid and better mental abnormalities, and supply the less gifted boys with a culture for life that shall be mentally, morally and socially sounder. Let the military system itself hold its yearly examinations in the army and release those that pass it with one year; but to shape an educational system, above all, so that it becomes a preparatory institution for military privileges, injures the mental, moral and industrial value of the oncoming generation, as well as its defensive powers.

The pedagog can only be filled with regret to see how this system of privileges gradually lowers our highly esteemed German educational institutions to the level of one-sided educational mills, and that quite against the will of their directors and teachers.

Translated by C. C. VAN LIEW.

State Normal, Los Angeles, Cal.

(*To be continued.*)

* * *

Tommie:—"Teacher says a camel has four stomachs.

Billy:—"Well, what of it?"

Tommie:—"Just think how dreadful to have four stomach-aches all at once!"

TOM—A CHILD STUDY.

TOM came to school one morning, fat, ragged and happy. The fine clothes of his neighbors did not dampen his ardor. The fact that they could recite by the yard or by the hour while his stock in trade seemed limited to "Yes," "No," weighed not upon his spirits. Their beautiful penmanship side by side with his scrawls had no depressing effect. He did not play ball with the boys, nor tease the girls as many less handsome lads are wont. With grave decorum he assisted in washing the blackboards at night, and in these after-school hours he anticipated each wish of his teacher, and he brought her bouquets each morning, because in the whole school she was the only one gracious to him. Still he studiously evaded all attempts to be confidential. She merely learned that he had been to school, but it wasn't like this; the teacher whipped; they wrote on their slates; their reading-books were no good.

It was learned (not from Tom) that the motherless boy, whose father had been given to drink, had been picked up by a wealthy traveler and brought home.

One day Tom came to school in new clothes. Nellie McQueen, the small Irish lass to whom Tom had bashfully offered candy, was now without attractions. And when requested to erase the board Mr. Tom looked long at his clothes, slowly took up the eraser and worked without animation. That selfsame day he astonished the history class by a recitation, consisting of two full sentences, and later corrected Ruth Smith's reading, saying that she had called *i*ther *ee*ther.

He soon ceased to wash the board after school, though he occasionally brought flowers. He played ball and became the leader of all athletic sports. He would sometimes pull Jennie Goldman's hair—and she did not take it amiss. He frequently cast fervent glances upon the best-

dressed girls, sharpened their pencils, and became their favorite. He won the hearts of the boys also. One day when the sun was shining in his eyes he raised his hand and demurely inquired: "Please, may I turn off the sun?"

Once, having neglected his arithmetic, he was detained to solve the unfinished problem, and in a short time walked triumphantly to the desk, pointing with his pencil to some figures and remarking: "Here's my answer." It was correct; but, alas! it was the only correct thing on the paper, and when he saw that his attempted deception had failed he smiled as one who admired the teacher's acuteness, and no blush betrayed any sense of shame. However, when tears came to her eyes and she merely said, "You are excused, Tom," a shadow fell on his face. He had a heart, if not a conscience. He had not thought of hurting anyone.

Poor Tom, once hungry, now with enough and to spare; once ragged, now clad in fine raiment; once ostracised, now with none too high to do him reverence. What wonder that his only standard is success, that his measures are false and his ideals low?

Who shall touch his better nature and teach him that deeper meaning of life of which, as yet, he has not the least notion? May heaven grant wisdom to all teachers—they need it.

EDITH M. SHORTT.

The proper reading for the public schools is that which may be called literature, and includes the nursery rhyme, the fairy tale, the fable, the myth, the ballad, the novel, the poem, and such applications of history and biography as time and the circumstances of grade make possible; works of travel, geographical readers, natural history readers, etc., have a legitimate place, but it is entirely supplemental to the work in geography and science.—*N. E. Journal of Education.*

DEFECTIVE VISION.

THE study of this condition is of course the natural outgrowth of an alarming increase in the number of children and youths of both sexes who are obliged to resort to artificial aids to vision.

Few can have failed to observe the number of school children who wear glasses, and we frequently hear the question asked: "What is the matter with our young people's eyes nowadays, that so many have defective vision?" with the comment that "when I was a child only people past middle life were compelled to wear glasses!" Then some say it is a "fad," others it is the "fashion," but it is neither fad nor fashion that compels the sufferer from eyestrain to resort to the best means for its relief. This subject is one of great importance to parents, but of greater importance to the children themselves, as upon good eyesight will in a measure depend their future career.

A great deal of patient study and inquiry has been given to this subject by physicians and scientists engaged in this branch of medical work in all parts of the world. Examinations have been made of the eyes of the different races of men of this and other lands with a view to ascertaining their exact refractive conditions; cases being selected from all the walks of life, from the highest to the lowest grades of intelligence. Scientists have in this manner acquired much interesting and valuable information, and a standard for vision established, by which we are better able to study all departures from the normal state. The eyes of thousands of school children have been examined with the result of finding very few of them free from some abnormal refractive condition. In fact there are very few normal eyes—although perhaps not a few of us are guilty of a little conceit in regard to our visual powers. Of one thousand eyes examined by Valk there were six hundred and eighty-three cases of

hypermetropia (far sight); one hundred and eight cases of myopia (nearsight); ninety-five cases of hyperopia with hyperopic astigmatism; forty-one cases of myopia with myopic astigmatism; sixty cases of simple hyperopic astigmatism; twenty-eight cases of simple myopic astigmatism; and thirty-one cases of mixed astigmatism. Roosa selected one hundred persons who had apparently normal eyes. Of this number composed chiefly of people following a business or professional life, such as physicians, students, clergymen, music teachers, book-keepers and clerks, eighty-two were astigmatic and only two of the entire number had normal eyes. These reports simply indicate that although an eye may possess normal vision it is not necessarily a normal eye and under conditions that favor its development the error "will out" and defective vision result.

Defective eyesight is one of the results of a higher civilization and an unhygienic mode of living. The lower we descend in the scale of civilization, and the nearer we approach the primitive type of man the less evidence do we find of defective vision.

Recently an examination was made of the eyes of two thousand Mexican school children to ascertain their refractive conditions. These children were selected because they represent a primitive type of people, it being only within the last few years that Mexico has made any material progress in the arts of civilization. Of this number only eighty-eight were nearsighted, sixty were farsighted and ten astigmatic. On the other hand the German Empire, the home of one of the most intelligent and universally educated people in the world, shows 50 percent of its school children to be nearsighted, and in one school in Vienna 75 percent of the pupils were nearsighted. Happily this condition is not as prevalent in this country as in Europe, although it is increasing to such an extent that as someone observed, "pleasantly assures us that if the tendency to the defect of vision is not checked, that in the future everybody will be nearsighted."

The causes of defective vision are not hard to find. Civilized people live in houses which often exclude light, distance and fresh air. The objects which engage their attention from earliest childhood, are included within the four walls of a room, where everything is usually within easy reach of the hands. It is not strange then that myopia is on the increase, it is simply an effort on the part of nature to adapt the eye to its environment. Why have an eye which is capable of viewing objects at infinite distance when everything is close at hand?

The manner in which we live also plays an important part in the production of defective eyesight. Few people are regular in their habits of eating and sleeping and in time their health suffers as a consequence.

A bad state of health naturally affects the eye and many a case of weak eyes can be attributed to irregular habits as a primary cause of their trouble.

Children are often sent to school too early in life, and without due regard to their physical condition. The tasks assigned the school children of to-day are greater than in former years and as much work is expected of the puny and delicate child as of the robust and vigorous one, although it is obvious that the child who inherits a weak constitution and is also the victim of unfavorable sanitary surroundings cannot do the same amount of work and maintain its strength as well as the the child more favored in these respects. Another predisposing cause of defective vision among school children is the arrangement of the light in the school room. It is either insufficiently lighted, or if there is plenty of light it is generally badly arranged as regards the eyes of the children, either falling directly into their faces, or coming as cross-lights into the school room.

Light when admitted to the schoolroom should not fall in the faces of the children, but the desks should be so arranged that the light may fall upon the desk from the left-hand side. The light falling directly into the eyes of the children still further contracts the pupils already contracted

by the efforts of the eye to accommodate for near work, and creates a tendency in the eyeball to elongate, and the eye is taking the first steps in the process by which an eye becomes near-sighted. Errors of refraction show themselves proportionately as the child progresses from the elementary to the higher grades, and the first symptom of failing sight is an increased flow of tears, a burning and scratching sensation of the eyelids, with congestion of the lids or eyeball. There are two kinds of eyes that develop defective vision as the result of abnormal conditions of refraction. They are the hyperopic or farsighted eye and the myopic or nearsighted eye. The first is a natural condition of the eye as we find it to-day; the second is an acquired condition—the natural product of civilization. Farsightedness, or hyperopia, is the natural condition of the human eye. The savage is farsighted, and Humboldt in his travels speaks of the exceedingly acute vision of the Indians of South America. The same is true of the Indians of this country. Jaeger of Vienna examined the eyes of many new-born children and found, with very few exceptions, all farsighted.

In farsight we have too short an eyeball, and rays of light entering the eye do not converge to a point and objects are not focused distinctly upon the retina of the eye, unless the muscle of accommodation makes a strong effort to focus the object so that it may be seen distinctly. Herein lies the mischief, for the farsighted eye always exercises some accommodation in order to secure a clear image on its retina, and the demand upon its accommodation increases in inverse ratio to the size and distance of the object. It is the excessive use of the muscle of accommodation for distant and near work that in time produces defective vision in the farsighted eye. Too great a demand is made upon the strength of its focusing muscle and it gives up the struggle, and the well-known symptoms of eye fatigue, or eye strain manifest themselves. Among these are headache, for headache is the burden of eye strain,

difficulty in maintaining a distinct image of small objects, or of reading for any length of time; the vision blurs, and if reading the subject is frequently compelled to stop and rub the eyes until finally reading must be discontinued. Using the eyes for close work by artificial light still further aggravates the trouble. Many children that appear dull and stupid suffer from this defect. When the child complains of headache or pain in or about the eyes and a tired, languid feeling, look to the eyes, and you will generally find the seat of the trouble. Eye strain should receive prompt attention as soon as symptoms of this condition manifest themselves.

And now a few thoughts on myopia or the civilized eye. The myopic eye is too long, and rays of light entering it converge to a point in front of the retina. One of the first symptoms of this condition is an inability to see distant objects clearly. The child at school complains that it cannot see figures nor drawings upon the blackboard clearly, and frequently will ask the teacher to change its seat so that it may be nearer the blackboard. These are indications of commencing myopia, which makes its appearance from the eighth year upward and cannot receive too early attention as this condition tends to progress, and sometimes blindness results from it by destruction of the inner coats of the eye. There is no remedy for this condition within the eye and the trust of the myope lies in the art of man. Myopic children are apt to be bookish. They like to sit in the house and read, and show an inclination to avoid the out-of-door sports of other children on account of their poor vision. Myopic eyes often appear large, and this has from time immemorial been regarded as an attribute of beauty. This dreamy look has been termed the "myopic stare."

I will briefly speak of astigmation, which may be of the nearsighted or farsighted variety and produces probably 60 percent of the functional headaches that afflict the human family, but as this condition gives rise to about the same symptoms as those described under the farsighted eye, I

will leave this subject. Now a few words in regard to the care of the eyes and I will close. The care of the eyes should begin in infancy; guard well the eyes of the child at this period; not too much exposure to bright objects, plenty of fresh air, plenty of sleep.

Guard the eyes from the direct rays of the the sun and avoid exposure to clouds of dust. Look to the children's physical condition before sending them to school, and if they inherit a tendency to tubercle or scrofula, do not think the school age as the time they ought to be in school but as the age that they can go to school and do the best work. Be careful of the children when they are convalescing from measles and scarlet fever, as nearsight very often begins to develop after these diseases. Look well to the general health, and the hygiene of the body, as all measures directed towards the promotion of good health benefit the eyes. Have the children's eyes examined before they commence school and then you will better understand what form of refractive error the eye is liable to develop.

Finally, see to the correction of all errors of refraction as soon as they manifest themselves. Lose no time in attending to the myopic eye. The researches of Cohn and Risley prove beyond doubt that when this error is corrected early it does not tend to increase. Remember that the future of many a person might have been changed if this refractive error had been corrected in youth. E. A. PECK, M.D.

Kankakee, Ill.

Let the child be taught to read fluently and to love good reading; let him learn to express clearly and forcibly his thoughts, both orally and in writing; let him be taught to observe, record, classify the phenomena of nature; let him be trained to understand his country's history, and the duties of a good citizen; let him be trained to keep his body sound and clean; let him be taught good morals and gentle manners, both by precept and example.—*N. E. Journal of Education.*

A DEAF CHILD.

IMAGINE, if you please, poor little Robert, with freckled face, lips constantly sore—such a sad expression, as if he had not a friend; yet you see by his carefully prepared toilet and by the appearance of his brothers and sisters that he has a loving, devoted mother. Poor Robert is behind in all his classes. In the second reader, and oh, such a reader! The class grow weary of his reading and the teacher sometimes despairs, but poor Robert seems to take no cognizance of what is going on, for he seldom looks up. He does not often understand what is said, but if he comprehends that his teacher is speaking to him he looks up and says, "Ma'am?"

The teacher knew he was hard of hearing, but she did not at that time account for his dullness in that way. No, she was inclined to let his work pass as easily as possible, making no demonstration if it could be avoided, for she observed the anxiety and distress of his older sister and brother, who felt more strongly for him than did his ignorant teacher.

He did not play as other children. He seemed always ready to weep. He seldom smiled; yet she, the teacher, seems now to see his sweet, sad face light up with about a half of a smile.

That face is impressed indelibly upon her memory and oh, how often it has recurred to her mind! Not until she had taken up CHILD-STUDY was her sympathy thoroughly aroused and it seems, if she could but see the child again, she would clasp him to her breast, and lift her eyes with tears and sobs to the loving, pitying Father and plead forgiveness for once being impatient with one of his unfortunate little ones.

I believe that CHILD-STUDY is a process of eye-opening and, greater still, of heart-opening. NINA CLAUS.

Emporia, Kan.

NATIONAL EDUCATIONAL ASSOCIATION.

THE Executive Committee has completed most perfect arrangements for the Washington meeting. The railroad rate will be the usual one fare for the round trip plus $2.00 membership fee. The programs of every department are attractive and the papers and discussions are entrusted to capable speakers. While there is no dearth of familiar names, there appears to be rather more than the usual number of new ones. Copies of the Official Bulletin, containing the complete programs of all departments may be obtained by addressing the secretary, Irwin Shepard, Winona, Minnesota. Teachers who desire to spend their entire vacation at eastern points can procure the extension of their tickets to and including August 31, upon payment of fifty cents extra. The chairman of the local committee on hotels and public comfort is Raymond A. Pearson, Washington, D. C.

The following is the program of Child-Study section.

President, M. V. O'Shea, University of Wisconsin; vice-president, Miss Sarah A. Stewart, Milwaukee; secretary, G. W. A. Luckey, University of Nebraska.

MONDAY, JULY 11, 3 P. M.

1. **The reading of Children in the Adolescent Period, C. H. Thurber, University of Chicago.**
2. **Heredity and Environment.—A study in Adolescence, Edgar James Swift, Normal School, Stevens Point, Wis.**
3. **The Work of the High School in the Light of Recent Studies upon Adolescense, Dr. Albert Leonard, Syracuse University.**
4. **A Year's Study of the Entering Pupils of the Springfield, Mass. High School, Fred W. Atkinson, High School, Springfield, Mass.**
5. **Some Cautions to be Observed in Child-Study, Ossian H. Lang, New York City.**
6. **Child-Study in the Training of Teachers, Principal John G. Thompson, Normal School, Fitchburg, Mass.**

TUESDAY, JULY, 12, 3 P. M.

1. **The influence of the Weather upon the Activities of Children, Edward G. Dexter, Normal School, Greeley, Colo.**

2. The Rearing of Children from an Experimental Standpoint, Elmer Gates, Laboratory of Psychology and Psychurgy, Chevy Chase, Md.
3. Child-Study in the Training of Teachers. John G. Thompson, Principal of Normal School, Fitchburg Mass.
4. The Development of Social Consciousness in Children, Will S. Munroe, Normal School, Westfield, Mass.

A CHARACTER.

I'm kind o' sorry for 'im, 'cause I know he means it well;
But I wish he didn't have so many useful facts ter tell.
He's got so educated that his knowledge has become
A second nature to 'im, which he can't git loosened from.
He keeps us fellers sittin' still; we da'sn't laugh or cough.
He never gives us any chance at all fur showin' off.
An' the folks all gits to yawnin' when he starts to have his say,
The man who knows so much it's allus gittin' in the way.

Ef some one tells a story, he won't even stop to grin,
He'll talk about who wrote it, an' what year 'twas written in.
An' ef Hannah plays the organ, jes' as soon as she gits through
He'll lecture on the music like somebody paid him to.
Ef some one has a bunch of flowers, he'll pick 'em all apart
An' go to botanizin'. He knows everythin' by heart.
He can't be satisfied ter go on careless-like an' gay,
The man who knows so much it's allus gettin in the way.

He ain't content ter know 'bout what this world is doin' now;
He goes clean back through centuries an' tells the neighbors how
Folks uster do housekeepin' way back yon in Greece an' Rome.
Such things is most improvin', but they don't cheer up yer home
Like good ol'-fashioned games where you kin jine the gals an' boys
A-guessin' an a-laughin' an' a-makin' lots o' noise.
He's learnt about everythin', exceptin' how so romp and play,
The man who knows so much it's allus gettin' in the way.

—*Washington Star.*

Mr. Rarey, the horse tamer, says that he has known an angry word to raise the pulse of a horse ten beats in a minute. Think, then, how it must affect a child.—*N. E. Journal of Education.*

EDITORIAL.

Dr. W. Xavier Sudduth.

THE widespread interest of our many readers in the excellent articles in the recent issues of THE CHILD-STUDY MONTHLY, on "Nervous and Backward Children," by Dr. Sudduth, has found expression in a desire, on the part of our subscribers, to know something of the man who has written with such profitable suggestiveness. We present in this number an excellent portrait of this writer and physician.

Dr. Sudduth is an Illinois product, having been born at Springfield in 1853. He became a student in our State Normal University at Normal and later took up collegiate work at the Illinois Wesleyan University at Bloomington. His father was a physician before him, and the inherited taste as well as his excellent fitness for the profession made the choice of the field of medicine a natural one for him. His success has more than demonstrated the wisdom of the choice. Studying first in New York and graduating in medicine at Philadelphia, he pursued advanced medical studies at Berlin, Heidelberg and Vienna.

From 1884–90, Dr. Sudduth was a director of the physiological and pathological laboratory of the Medico-Chirurgical College of Philadelphia. In 1890 he was elected professor of pathology in the Philadelphia Polyclinic and College for Graduates in Medicine, but did not enter upon the duties of the position, as he was considering the matter of leaving the city to accept a similar position in the medical department of the University of Minnesota, at Minneapolis, Minn. He assumed the duties of the latter position in July, 1890, and filled the chair acceptably for five years, resigning in 1895 to enter into medical practice in Chicago.

Dr. Sudduth's literary efforts cover a wide range of subjects. He was for seven years, 1887–94, on the staff of senior editors of the *Annual of the Universal Medical Sciences*,

Philadelphia, having the departments of embryology, anomalies and monstrosities. He also edited the *International Dental Journal* during 1888–89. He wrote a 150-page article on "Embryology and Histology" for the American System of Dentistry, 1885.

"The Present Scientific Status of Hypnotism," *Review*, Chicago, February, 1895; "A Study in the Psycho-Physics of Music," *Minnesota Magazine*, April, 1895; "Psycho-Physics of Sleep," in connection with the treatment of insomnia, *Journal of the American Medical Association*, December, 1895; "Suggestion as an Ideo-Dynamic Force," *Ibid*, January, 1896; Hypnotism and Crime," *Journal of the Medico-Legal Society*, New York, December, 1895; "A Study in the Psychology of Inebriety."

Dr. Sudduth was special lecturer on biology in the University of Iowa, 1888–89, in the University of California, 1891–92, and in the Minneapolis Academy, 1893–95; and university extension lecturer on biology and psycho-physics in the University of Minnesota, 1893–95, and is now director of the psycho-physical laboratory of the Post-Graduate Medical School of Chicago; also national lecturer on narcotics for the W. C. T. U.; consulting physician and neurologist to the Illinois Eye and Ear Infirmary, Chicago; chief consulting physician to the Alpha Sanitarium, and chairman of the Psychological Section of the Medico-Legal Society, New York City.

His contributions to the *Union Signal* of Chicago, on the subjects of Inebriety, Narcotism and Heredity, have indeed been praiseworthy.

It is indeed rare for such a busy medical man to take such a deep-seated interest in our public schools as does Dr. Sudduth. He does this as a public-spirited citizen, for the sake of the children. We are glad that we have another of Dr. Sudduth's articles in store for our readers. This article will appear in the next issue.

IN old age thought precedes action and the consciousness is centered in the thought. The mind may work slowly, but the body works more slowly, and is often so reluctant that will not act at all. The spirit is preparing to *slough* its case.

In middle age thought precedes action, but the later follows much more promptly, and consciousness is about equally divided between the two.

In childhood thought and action are simultaneous, and the consciousness is centered wholly in the action. The muscles respond so instantaneously to the thrill of the electric battery in the brain that the child "did it *before* he thought."

It is perhaps for this reason that there is so much truth in R. P. Halleck's assertion: "Observation has shown that those who try to teach children morality by word of mouth waste their efforts. Morality concerns itself with action alone." This is true not only of morality, but of almost everything that is to be taught the child. How long would it take a baby to learn to walk if it sat in the cradle and listened to its mother's directions about how to set one foot ahead of another and at the same time maintain the center of gravity; or a schoolboy to learn mathematics if his teacher repeated the multiplication table and worked all the examples? And it is of no use to be eternally saying: "Don't whine." "Don't be cross." "Don't speak to your mother in that disrespectful manner." "If you hide Jane's rolling-pin again you will have to go without your pie." "You mustn't slam the door when you are angry." "If you snatch and eat Tommy's apple again you will have to get him another."

Your talk makes as much impression as the clicking of a telegraph needle makes on the mind of one who cannot read the message. It wears on him. It irritates him; and he says you are forever "nagging" him. But he has never once really understood what you are saying.

Better say: "Repeat that, please, and *speak* your words instead of whining them." Say "Mother, I wish you wouldn't do that," instead of "You've no business to do that." "Go through the door again and close it without noise," etc.

See that he does these things then and there, but see to it also that *you* do not whine or growl or use disrespectful language in exacting obedience.

And you cannot begin too early in the child's history to see that he does things properly. Do not allow him to form bad habits and then try to "break him of them." See that they are never formed.

To do this you must give careful attention to his attitude toward his sisters and brothers, his parents, his playmates. Does he expect favors which he is unwilling to return? Does he look upon his own playthings as his especial property and his sister's as common property? Does he accept, as matter of course, all his parents do for him without taking the trouble to be grateful? This last is one of the greatest dangers from which the child must be guarded. In the nature of the case everything must be done for the infant, and as it grows into boyhood or girlhood the tendency is for it to expect everything from its parents, to accept without note any service or sacrifice on their part, until at the age of sixteen or eighteen the average boy or girl is the most selfish thing in nature. The world, or that part of it with which he is acquainted, has always revolved about him and he has come to regard his prerogatives as world-encompassing. To avoid this the child should learn early in life that even love—even that freest of all earth's gifts, a mother's love, has a right to expect a full equivalent rendered in little acts of courtesy, in little services, rather than in words.

And, speaking of equivalents, the greatest gift you can bestow upon your child is an exact intellectual scale for weights and measures. First of all see if your own scale is

exact, and if you are able to judge your own child's statements and actions as impartially as you would those of your neighbor's child. Then if you have reason to suppose that your child carries an extra weight, which—consciously or unconsciously—he steps into his own side of the scale when weighing virtues and into his own neighbor's side when weighing vices, see to it that the false weight is removed, and that it is the *child who removes it.* For instance, the first time your child comes to you complaining that Johnny "called him a lot of bad names, and frowed ever so many great big chunks of dirt at him and hit him, and he didn't do nuffin at all to Johnny," get him to tell you again as coolly and dispassionately as he can what he regards as the facts in the case. If he is not able to put these down in writing, do it yourself, and see how he begins to hedge, and how the statements shrink. But do not stop half-way. Keep right on insisting on the details until you get the absolute truth, a point you can be sure of having reached only when he is perfectly willing to go with you to see if Johnny has anything to add or subtract from this written statement by which time you will probably have learned that Johnny merely called him a baby, and that the many large chunks have shrunken to one tiny pellet, and that it was your own boy who did the hitting, and you will have taught him a lesson in honesty and in justice that he could not have learned by years of admonition.

And in cheerfulness, too! For this boy will never be a pessimist, nor fancy that the world treats him unjustly. Whoever that blessed optimist was who bore such unconscious witness to his own justice and fidelity when he said: "I have lived in the world seventy years and have never yet had a friend who betrayed me," he was certainly one who had been taught by practice rather than by precept to weigh all things fairly and candidly.

Above all things don't allow Child-Study to degenerate into that namby-pamby sentimentalism which excuses down-

right viciousness on the ground that "the child is nervous," and which carries bouquets to the brutal wife-murderer because "perhaps the poor man never had a mother." (So much the better for the mother!)

Among all schemes for bringing parents and children together and interesting the former in the studies of the latter, what could be more effectual than evening classes for high school extension work? Many a man and woman who knows nothing of the marvels of animal and vegetable life and who sees in plants and animals nothing except here and there food or service to man, and to whom the stars have no more significance than so many bits of gilt paper stuck against a blue dome would find in a course on botany, zoology and astronomy, an extension to their own daily lives, and would become enthusiasts in the education of their children. Said one poor old hod-carrier from whose eyes the scales had been partially removed: "Life will never be so doleful to me again. I used to hate everything and everybody; but I'm a better man now, and I can make life better for my family."

Who says we shall not some of these fine mornings communicate with the inhabitants of Mars? "A new searchlight which was bought in Germany by the government was tested at Sandy Hook and was found to operate perfectly for night signals at a distance of more than twenty miles. The flashes were thrown against the sky and a code of dots and dashes was as easily read as is the Morse alphabet by telegraphers."

No summer school for physical training can surpass the one held annually under the auspices of the North American Gymnastic Union at Milwaukee. The school convenes this year on July 5 and continues to August 15. Its faculty consists of expert teachers in every department of physical training, and its gymnasium is unsurpassed in its excellent equipment. Address the secretary, William A. Stecher,

214 Chestnut street, St. Louis, Mo., for circular and information.

As we go to press the Annual Congress of the Illinois Society for Child-Study is convening in Kent Hall, University of Chicago. It bids fair to be an epoch-making session for this organization that has done so much to rejuvenate and enrich educational work in the central West.

The portrait of Dr. Krohn on the cover page of this issue, in response to a large number of requests received during the past few months from various subscribers of the CHILD-STUDY MONTHLY is presented in spite of our "senior" editor's protests, but the publisher takes the responsibility upon himself, believing that the group of Child-Study leaders whose portraits have previously appeared would not be complete, at least so far as the central west is concerned, without Dr. Krohn, who has been identified with Child-Study from its very first inception.

A. W. MUMFORD, Publisher.

ART AND THE CHILD.

The *Don'ts* in teaching should be for the teacher. Don't give definite rules to little children at first. Don't criticize very much, but do commend the good—the right position, the margin left clear; and, above all, praise the neatness and care. Let the little tots dig and scrub with the eraser. They enjoy it so much and it will not long please them; for soon they will notice that you do not preserve the scrubby papers. The fact of your preserving the excellent papers will generally be a motive productive of good results; but use other motives as well. When I stopped a careless class and said: "To-day we will send all our drawings to Charles, who is sick," the call came immediately: "Oh! can't we have new papers?" Certainly they had new papers to match their new hearts!—*Hobart B. Jacobs in Kindergarten Review.*

EDUCATIONAL CURRENT.

Our Pilgrim Fathers.

ILLINOIS is already an imperial commonwealth. The magnificent possibilities of her future, however are beyond the prophetic power of man. Her highest and most permanent concern is the education of her youth. Her common school system is yet far from perfect, but its foundations are laid on a scale commensurate with her material resources. No other voluntary agency has done as much as the Illinois State Teachers' Association to point the way and to mould the public opinion that has made possible whatever of progress has been achieved. And no other equal number of men could be named whose title to be called "*Our* Pilgrim Fathers" by the members of that association than Enoch A. Gastman, Richard Edwards, Edwin C. Hewitt, John F. Eberhart, Samuel Willard and Newton Bateman. It was a happy thought that led to the symposium, in which all but the last name participated, at the last meeting of the association. No other session of that body for a quarter of a century has been as impressive. It was a natural sequence that the proceedings of that historical meeting should be printed. It was so ordered, and the executive committee has seen to it that the work was done in the most perfect good taste. THE MONTHLY hopes there are extra copies enough for every working teacher in the state who cares enough for one to pay the membership fee.

PRESIDENT CANFIELD of the Ohio State University, says he expects to see the time when students will pass from high school to college in as matter-of-fact a way as they now go from the grammar to the high school. Why not?—*Journal of Education.*

Yes, why not? But when that much-to-be-desired time comes the colleges will have abandoned their stubborn pol-

icy of requiring from every graduate a three or four years' term at "hard labor" on Greek and Latin. Not one in ten who begin the study of these "classics" can write a paragraph in classic English. Not one in ten who have completed the required course, can read a paragraph in these languages five years after leaving college and of those who can, nine out of ten have kept up their acquaintance with these languages more because they do not wish to forget them than because they ever expect to use them. With all due respect for the dead languages—say rather *out* of respect for them—why not bury them as we do other dead bodies, or at least stow them away in a vault where those who wish to view the remains can have access to them and not oblige every reluctant high school and college student to take a whack at them, and toss and batter them around awhile?

As if in response to the above President de Blois says, in the *American Journal of Education:* "The progress of educational agencies in any community or in any epoch is conditioned by the ideals of the race and of the age. A period or people that is utilitarian will dictate a practical standard for the elocutionist. If dogma is dominant education will conform to the demands of rubric and ritual. In times that are alert and active in exploration and discovery the sceptre of science guides the teacher. Culture and refinement demand the exaltation of classical scholarship."

True culture demands an acquaintance with the great ideas of both ancient and modern times, and if the energy spent in obtaining possession of the vehicle in which those ideas are conveyed were spent in obtaining possession of the ideas themselves, a much broader culture would be attained.

But, says someone, "it is the intellectual discipline to be found in the study of the construction of languages that we are after." Well then, if it is mental gymnastics we wish, why

not do a little more vaulting and climbing among the ropes and ladders of our own mother tongue, from which we now get such sorry tumbles?

A Priceless Tonic Without Money and Without Price.

HE who has realized the priceless worth of culture has found a tonic for feeble desire and hesitating purpose. His pulse is no longer sluggish, nor his eye dim, nor his cheek pallid, nor his foot-steps weary, nor his pathway clouded. The ideal of self-culture reveals the boundless and deathless possibilities of human life and personal attainment.—*Austin K. de Blois, President of Shurtleff College.*

Manual Training to the Front.

MANUAL training has made very rapid progress in American Education since it was established. It is indeed one of the greatest, if not the greatest, achievement of new education. Dr. C. M. Woodward's famous statement, "Put the whole boy to school," has become a watchword all over the country.

The days of sneers and harsh criticism are passed; all are our friends. No longer does one hear that manual training is good enough for a poor boy, or for a mechanic. No boy is too good for it; wealth and culture and industry alike cherish and profit by it."—*American Journal of Education.*

Unless you do put the whole boy to school the half that goes will not do his best work. Many a child has the reputation of being a dull or a troublesome pupil when all that ails him is lack of exercise. Sitting for long hours, droning over lessons is one of the worst habits a child can form. It is the beginning of that intellectual sluggishness which follows many people through life, causing them to waste more time than they actually use when undertaking anything requiring thought, as writing, calculating, etc.

Another bad habit which comes from this droning is

intellectual vagrancy, the mental tendency to wander from the point.

The story of the billy-goat is familiar—a story which began with the goat and ran on all day about the cows, sheep, horses, farm lands, forests, neighbors, neighborhood gossip, etc., and never came back to the goat's doings at all. We have heard people talk in this rambling fashion. The writer recalls a good old parson who used to visit at the home of his childhood, and who, on being greeted with a remark about the weather said: "Yes, yes, that reminds me of something Brother Jones told me week before last. You know Brother Jones? He that lived in Prairie Round, and was brother to Tom Jones who married Gooddell's second daughter.....etc." The good parson began at three o'clock in the afternoon and ran on till he was sent to bed at midnight. In the morning he began where he left off and ran on until the host at ten o'clock excused himself to go to his business. That was forty years ago, and the parson's tongue is still running at the same rate, and we are still wondering what it was that Brother Jones said.

It is said that Frederick the Great owed his success in life to his early training in doing with dispatch whatever he undertook. He was never allowed to dawdle even at his play. When called in the morning he was obliged to dress for breakfast in two and a half minutes. Miss Putnam gives in the *American Journal of Education* a good method of training children to work rapidly.

A reference made in a recent issue of the *American Journal of Education* to the importance of exercises in rapid addition leads me to mention one form which has proved very helpful to me.

The teacher places the sum upon the black board, naming each figure as she commences to make it, and the pupils at the same time take it down in their note books. If one gets behind or fails to catch a certain figure, he at once an-

nounces the fact and there is a halt of the rest until all are again together. When a sufficient number of figures have been placed upon the board the teacher gives the signal to "add." As soon as any one has completed the addition he reports by number (each pupil should for convenience retain the same number during the entire year), at the same instant closing his note book. The teacher, watch in hand, at once places upon the blackboard opposite his number the number of seconds or minutes occupied in his computation. When all have reported, each is called upon in turn to give his result, the teacher placing it upon the board opposite his number. The problem is then added by the school in concert, and the one who obtained the first correct answer regarded as victor. Insist upon each pupil reversing his paper as soon as he has finished. Of course you have no dishonest pupils, nor do you want to manufacture any; and if opportunity is given, there is a strong temptation offered to the quicker pupils to verify their work while waiting for the last ones to finish.

It is quite surprising how much speed will be gained in a month or two by daily practice. Pupils learn to combine the figures almost without voluntary effort; at least they are enabled to cast a glance up a column and give the result almost instantly. Each discovers for himself some "short cuts." Thus he may see at a glance that the two or three figures in advance add up to ten. It is very easy to combine this with number already obtained; or if they only make nine, to think another ten and take one from it is almost instantaneous.

It is surprising, too, how largely addition enters into the practical work of school and business computation; and the speed gained will prove ample compensation for the time spent. Besides, I know of no other general exercise so thoroughly enjoyed; and it is adapted to all grades that have learned to add.

THE FEEDING OF INFANTS.

In France there is a law forbidding anyone to give solid food of any kind to infants under a year without the written authority of a qualified medical man. A prominent weekly journal remarks, if there were a similar provision elsewhere for the protection of infant life, these frequent verdicts of "died from improper food" would not be returned, because the person who gave the food would be sought for and made answerable to law. There is no doubt but that injudicious feeding is directly or indirectly responsible for most of the infant mortality in all parts of the world. The fact has been conclusively proved in New York and other cities in the East that infantile mortality has been greatly decreased by means of milk laboratories and certified milk. There is yet, however, much room for further improvement, but it may be anticipated, in view of the progress already made, that the death rate of young children will be, ere long, brought down to a much lower figure.—*Pediatrics.*

The following are characteristic statements about the "best teacher":—

She could stand some fun.

She had no pets.

The children feel as if she was one of them.

The principal reason I liked her for was because she liked me and showed it once in awhile.

She always wanted me to be thoughtful.

Her actions helped me to do better.

If you did not get your lessons, she was so sorry that it made you ashamed.

She took a great deal of interest in us.

Put us on our honor.

Her manner seemed to give me an inspiration to work.

She never punished the pupils because she didn't feel good.

Never flew off the handle.—*The Western Teacher.*

ART STUDIES IN CHILD-LIFE—III.
(From "Little Folks.")

ART STUDIES IN CHILD-LIFE—IV.
(From "Little Folks.")

ART STUDIES IN CHILD-LIFE—III.
(From "Little Folks.")

ART STUDIES IN CHILD-LIFE—IV.
(From "Little Folks.")

AMONG THE BOOKS.

Child-Culture in the Home. By Martha B. Mosher. Fleming H. Revell Company, Chicago.

This is a book for mothers, written by a mother. In her preface the author makes the sensible suggestion that in this age when women no longer make fashion and society their gods, but are devoting their energies to intellectual improvement for themselves and to the amelioration of the lives of others, they should bear in mind that the best study of the humanities is in their own homes where their influence is greatest and most enduring, and where, she says, the application of all the later methods of intellectual and moral education have made least progress. The author discriminatingly remarks that it is not enough for the mother to work *earnestly* for her child's progress, she must also work *wisely*; and the purpose of the book is to select the most vital questions pertaining to this progress and offer practical suggestions regarding them.

"Wholesome feelings are vastly more important than logical thought." "To be generous is more than to give gifts; it is to think and judge generously." "Habits mental, moral and physical, are formed in early childhood."

The book deals with the environment, character, culture, habits, punishments and rewards of children and of their training in matters of sense, will, emotion, morals and even civic duties; and we venture to assert that no mother can read the work thoughtfully without feeling some home thrusts and saying to herself, "On this point I have been remiss." It is a practical little book which will be found very useful to those who wish to rear their children with discretion avoiding both the one extreme of leaving them to *come* up and the other of pampering their weaknesses.

C. B.

Transactions of the Illinois Society for Child-Study. Vol. III, No. 1.

The *Transactions* now bears the imprint of the University of Chicago Press. The report, hereafter to be published quarterly, is edited by Prof. Charles H. Thurber of the University of Chicago, secretary and treasurer of the society. The contents for April are: "The Child and His Environment," an interesting article in which Mr. Geo. H. Mead

urges the advantages accruing to the child from such an environment as shall develop *all* his faculties by giving his activities their real and natural place; an article by Mr. Colin Scott on "Children's Fears" as expressed in their attempts at art; "Child-Study for Class Work," from that advocate of a practical application of Child-Study, Louis Galbreath; suggestions of "Method in Child-Study," by S. F. MacLennan; "Education of the Motor Centers," by R. P. Halleck; an article on "Children's Secrets" which says that if one would influence a child's conduct he must enter into the child's feelings and be able to see with a child's eyes. Beside these, we have reports of the president and secretary, the minutes of the executive committee and the table of contents of the preceding volumes.

Book I. Fables and Rhymes. Lakeside Literature Series. Western Publishing House, Chicago.

This is a little collection of those old, yet ever new, tales and poems that so delight children, and that old people love to teach the children. Not that the old folks themselves would read these rhymes any more than they would go to a circus except for the sake of the youngsters; but as they lean over the book counter and turn the pages, the pendulum of Father Time seems to be wig-wagging, wig-wagging, and their pulses once more keep time to the heart-beats of youth, and they "think Tommy might like this book." So they pay the price, pocket the volume and take it home; and the old boy and the young have a good hour together, forgetting the fifty years that lie between them.

Pollard's Advanced Reader, by Rebecca Pollard and Isaac Thomas, is another very attractive book just issued by the Western Publishing House, Chicago.

The selections are from the best authors: Carlyle, Wordsworth, Ruskin, Shakespeare, Lowell, Tennyson, Addison, Irving, Longfellow, Whittier, Webster, Bryant, Holmes, Alcott and many others, and the book is illustrated by many beautiful half-tones. Both this and the primer last mentioned are printed in good type on fine paper; are bound in strong, neat covers; and present an unusually attractive appearance. The firm which puts out such books deserves to prosper. C. B.

The Development of the Child, by Nathan Oppenheim, M.D. The Macmillan Co., London and New York. 296 pp.

Showing a series of valuable results that have come from close scientific study of the problem, this is one of the best Child-Study books that has ever appeared. It deals not with glittering generalities but with *facts* that come from the closest observation and careful laboratory and clinical research. The principal topics are: Facts in the Comparative Development of the Child; Comparative Importance of Heredity and Environment; The Place of the Primary School in the Development of the Child; The Place of Religion in the Child's Development; The Development of the Child Criminal; Institutional Life in the Development of the Child and the Value of the Child as a Witness in Suits at Law. Any of these chapters is replete with high class information. No student of the child can afford to be without the book. It contains much that is new, but each proposition is so well authenticated by an array of actual facts that conviction of the author's position on any question discussed is bound to ensue. The author deserves the highest possible credit for giving us so much that is valuable in the way of scientific Child-Study. W. O. K.

The Beginner's Book of Vocal Music, by Eleanor Smith and Julia Adam Scott. Foresman & Co., Chicago. 128 pp.

Here is a vocal music book for children that proceeds along correct pedagogical lines. It is different from so many school music books in that it does not provide for the study of the technique of music apart from and antecedent to the actual singing of songs in order to master the elements of the art. The elements are presented by means of the songs themselves, as sung by the pupils, and thus, like the songs themselves they become realties—something which the children feel and to which they respond. The technique of music as embodied in the usual sight reading, *do-re-mi* exercises is abstract, is beyond the comprehension of children and *does not interest them.*

It is refreshing that correct Child-Study methods have at last found expression in the making of school music books. This book embodies the soundest possible pedagogical sense in that it seeks to interest children by first creating impressions through the force of musical effects and from them develop the "technical grammar" of music. Songs and not these elementary constructive parts are first

presented. The children thus feel the effect of rhythm and experience the uplift of melody.

The songs in the book are beautiful, making the study of music interesting, vital and practical. It will prove a most successful book because, being conceived and carried out along the only correct pedagogical lines, it deserves success. The publishers are to be congratulated for giving us what has, for a long time, been so greatly needed. W. O. K.

The Student's Standard Dictionary of the English language. Funk and Wagnalls Company. New York and London. 1,225 illustrations and 915 pp.

This excellent dictionary is designed to give orthography, pronunciation, meaning and etymology of over 60,000 words and phrases. It is an abridgement of the renowned larger "Standard Dictionary" of Funk and Wagnalls, the 300,000 words of which have been carefully reviewed, with the purpose of retaining all that are at all likely to be met in an extended course in the reading and study of English. The book is of immense value and an excellent authority for all the purposes that can possibly be served by an abridged dictionary of the English language. It is useful to teachers as well as pupils, and its convenient, compact form will cause it to prove a boon to the vast reading public, for it so fittingly meets the needs of all.

Talking with the Pencil. Primary Lessons in Language. By William Swinton, author of Swinton's Language Series, etc. Boards, square, 12mo, 128 pages. Illustrated. Price 30 cents. American Book Company, New York, Cincinnati, and Chicago.

This little book has been prepared to meet the requirements of primary schools for oral and written work in language, sufficiently simple and elementary for the youngest pupils beginning their first language exercises. In its preparation the author has endeavored to make the study of the right use of language in its written form pleasant and attractive. He has constantly had in mind the fact that children learn best by *doing*, and therefore he has made every lesson an exercise in the practical use of words. The lessons throughout the book furnish suitable material and suggestions for the oral instruction which should always precede and accompany the written exercises. Primary teachers will find this just the book to assist them in the most difficult part of their school work—training children to speak and write the English language correctly.

AMONG OUR EXCHANGES.

The Journal of Pedagogy. The preliminary report of the committee of nine of the New York State Science Teachers' Association, by Prof. Leroy C. Cooley of Vassar, is the leading article in Albert Leonard's *Journal of Pedagogy* for April, 1898, and there is the usual amount of other first-class matter—not to be found in any other magazine. The *Journal* has always been *sui generis*, but in its present form it is not only to be prized for original and valuable contents, but for its mechanical excellence and beauty. Such a magazine cannot be conducive to increased professional self-respect on the part of those who subscribe for and read it. It is published quarterly at $1.50. Single numbers are 50 cents. The publisher of THE MONTHLY will take pleasure in helping our readers become better acquainted with *The Journal.*

The Plan Book. Minnie M. George is the editor, and A. Flanagan, Chicago, the publisher of the most unique book —or magazine, of helps, methods and devices for elementary teachers we have yet seen. The numbers for February, March and May are before us, and if succeeding numbers are to be kept up to the standard, there will be no question about the demand for them.

How to See the Point and Place It, by John G. Scott, is a little pamphlet that shows how to punctuate without the confusion that is likely to ensue by keeping in mind the rules of grammar. The matter is brief and simple, and the few rules that are given are amply illustrated. Price 20 cents. Laconic Publishing Co., 123 Liberty Street, N. Y.

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THE CHILD-STUDY MONTHLY

Edited by
William O. Krohn
Alfred Bayliss

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CONTENTS.

CAUSES OF MINOR MENTAL ABNORMALITIES, *Translated by C. C. Van Liew* 130

PUPILS' INTEREST AS INFLUENCED BY THE TEACHER, *Walter B. Lydenberg* 139

THE MODERN CHILD, - - - - - - - - - - 146

A PARENTS' AND CHILDREN'S CLUB, - *Miss Bernard Ginsburg* 148

REPORT OF THE WORK DONE IN CHILD-STUDY, *Derexa Morey-Errant, M.D.* 153

NERVOUS AND BACKWARD CHILDREN, *W. Xavier Sudduth, M.D.* 157

GETTING ACQUAINTED, - - - - - - - - - - 164

PUBLIC PLAY-GROUNDS, - - - - - - - - - 166

THE SOLDIER (POEM), - - - - - *Blanche Deviner* 167

EDITORIAL, - - - - - - - - - - - 168

THE EDUCATIONAL CURRENT, - - - - - - - 174

WORKINGS OF THE CHILD-MIND, - - - - - - 188

AMONG THE BOOKS, - - - - - - - - - - 191

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The Child-Study Monthly

Vol. IV SEPTEMBER, 1898. No. 3

THE BRAVEST SAILOR OF ALL.

I know a naval officer, the bravest fighting man;
He wears a jaunty sailor suit, his cap says "Puritan,"
And all day long he sails a ship between our land and Spain,
And he avenges, every hour, the martyrs of the Maine.

His warship is six inches square, a washtub serves for ocean;
But never yet, on any coast, was seen such dire commotion,
With one skilled move his boat is sent from Cuba to mid-sea,
And just as quickly back it comes to set Havana free.

He fights with Dewey, plants his flag upon each island's shore,
Then off with Sampson's fleet he goes to shed the Spanish gore.
He comes to guard New England's coast, but ere his anchor falls
He hurries off at frightful speed to shell Manila's walls.

The Philippines so frequently have yielded to his power,
There's very little left of them, I'm certain, at this hour;
And when at last he falls asleep, it is to wake again
And hasten into troubled seas and go and conquer Spain.

—*Ella Wheeler Wilcox.*

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CAUSES OF MINOR MENTAL ABNORMALITIES.

III.

BUT the glutting of the mind with indigestible materials is not alone productive of minor mental abnormalities; *mental privation* may culminate in the same way. Everyone knows that the want of any intellectual life among the poorer families, especially of the peasantry and the vagabond proletariat of the city, produces numberless abnormalities in the form of feeble-mindedness and of moral degeneracy. (I call to mind the high percent of illiteracy among the recruits drafted from the eastern provinces). But it is not so patent that our overtaxed "higher" youth are likewise injured in heart and mind by mental starvation. Yet it is a fact, which has already found expression above. They are *overtaxed* with word-wisdom and with wisdom about words that either have no content, or one that is falsely understood, disconnected and hence poor, wearying and lacking in interest; while the knowledge of things and facts that rest upon live sense-perception and are causally connected, is thrust so far into the background that the intellectual interests either perish or, overwhelmed by unbridled impulse, seek a morbid gratification outside of the school.

Both overexertion and privation in the emotional and volitional life act still more injuriously, especially if they are associated with like intellectual conditions. (Persistent anxiety, care, constant fear of punishment, the spurring-on of the ambition in general, the stimulation of the emotions, passions and impulses, an imagination excessively active or one-sidedly developed through perverse recreations, unsuitable reading and the wrongful influence of spiritual advisers and physicians, as also their opposites, the neglect of the cultivation of heart and character, produce mental

blemishes and not infrequently morbid conditions. Many a doubtful and dangerous case of minor mental abnormality has been brought into existence either through overindulgence or the nagging of overstrict discipline.)

Now, the more that harmful influences of this kind surround and harass an individual, the stronger is the effect. The danger from mental overexertion alone, for example, is often overestimated. Many a mental disease, said to have proceeded from this cause, had rise in many other things; as, for example, in the inherited feebleness of the mind, or in some other innate or acquired psychopathic blemish, and all those other evils of body and soul mentioned above.

The hard accusations that are brought against the school on the part of the medical world are not justified, therefore, in their universality. When, as is frequently the case, school conditions are vehemently attacked by physicians and together with many other children's diseases, nervousness and other neuropathic and psychopathic conditions are directly designated as school-diseases, it is to be noted first that herein many physicians indulge in the same conceit that characterizes school-men who prate of a "natural" healing art and the evils of medicine. If one is not a specialist in a particular sphere, merely to have correctly recognized an evil does not enable him always to discover its true causes; when such an attempt is made he shoots wide of his mark, reveals but a mixture of truth and falsehood and even recommends remedies that have already been far surpassed among specialists in that line. Yet I would by no means complain that physicians are busying themselves with school questions. On the contrary, it is to be desired that other professions take part more generally in the discussion of educational questions. Progress does not take rise in all spheres merely in the investigations of the specialists, but also in the stimulations that come from the laity. And it behooves the specialist to understand how to learn from the laity. He will then be saved from that "priestcraft"

which is to be found as extensively in pedagogy and medicine as in theology. The complaints and wishes of the physicians, therefore, demand double care on our part.

Probably the most widely read medical complaint is the monograph of Professor Dr. Karl Pelman of the University of Bonn, on "*Nervösität und Erziehung*," which has passed through many editions. In many respects his criticism of existing evils has our full approbation; but far too often in the discussion of school questions he becomes dark and indefinite and in his embarrassment falls back, among other things, upon the recipes of the great pedagog—Napoleon I! Since this writing, however, together with several others, has already been fittingly estimated by Ufer's work, we shall content ourselves with referring to and recommending the latter.

A still greater familiarity with actual school conditions is shown by Dr. Adolf Baginsky, professor at the University and director of the Empress Friedrich Children's Hospital in Berlin. All these questions are treated in his comprehensive "School-hygiene."

In the above references we wish merely to give suitable direction to those seeking further council. What interests us above all here is the complaint that the school causes minor psychopathic affections and psychosis through overtaxing, as is claimed especially by Medical Councilor Dr. Hasse, together with Pelman. The former reports in an address, "Concerning the Influence of the Overtaxing of our Youth with Work in the Gymnasiums and Higher Girls' Schools upon the Development of Mental Affections," delivered at the annual meeting of the German alienists, at Eisenach, August 3 and 4, 1880, that he had treated seven cases in a year and a half. In all the patients recurred a series of symptoms of the same nature. Among these headache, together with a feeling of dullness and emptiness in the head, intoxication, dizziness and great inability to reflect. In the emotional life appeared a high degree of irritability and ill-humor. Physically they were characterized by increased

heart-action, small, hard pulse, hot head, cold extremities, dilated pupils, retarded digestion, and in three cases a stimulation of sexual life with gratification through onanism. Five patients were very shortsighted. The teachers claimed furthermore that the amount of work to be accomplished was attainable under conditions of normal endowment. But Hasse asks:

"What, then, is normal endowment?" In general three elements belong to the conception; these should be present equally, or, I would better say, they should be well balanced, in order to warrant the judgment of normal endowment. The three elements are the faculties of reproduction, production and conception. "If these three forms of mental activity are found equally and harmoniously developed, we speak of a normal talent, or a normal endowment. Within this limit are to be distinguished only the excellent, the good and the medium normal endowment.

"But teachers understand by normal endowment at least *good* talent. This is lacking, however, in the majority of our youth. If it is not bad; or, perhaps, even relatively good, it is still a one-sided endowment. It gravitates in the direction of one or two of the faculties, while the other or others are more or less dwarfed. One should be very careful in the use of the designation, 'normal endowment.' It is at the present time a rare phenemenon, much rarer than we are inclined to assume.

"But it is not this defect alone which so greatly encumbers the schools in the instruction and training of our youth in the literary accomplishments that are regarded necessary. There are other things which are just as burdensome and which harbor just as great dangers. Among these are the want of mental freshness, energy and elasticity, the want of powers of endurance for the greater demands and of perseverance in the work."

These defects Hasse also regards as physical; they are the legacy of present times and conditions, and of the personalities which the latter have trained—a heritage trans-

mitted by nervous and mentally diseased parents to their children.

Our previous discussion will suffice for the claim that the school by no means bears the blame that some have been accustomed to ascribe to it in this matter, for Hasse himself has conceded this in the end. If so many children were not born with minor psychopathic affections, if mistakes did not occur in the family, if the entire social life did not tend to excite and even injure nerves and mind, the complaints against the school would not be so loud, much as the latter is open for improvement.

In addition to this, all of these same circumstances react also upon the *teachers. Didactic materialism and verbalism are not their fault alone;* these are part of the social atmosphere that surrounds them as well as others. School boards and parents estimate the work of the teachers and the efficiency of individual schools by the accomplishments in word knowledge. Parents send even the six-year-old child to that school which apparently understands how to pile up the greatest amount of knowledge regardless of whether the child can digest it or not. Otherwise many a child of six would not be sent at that age at all to the school which conforms to the usual program, but be permitted quietly to await the seventh year. There again, I would prefer the folks-school to the preparatory school, because the former sets up requirements that a healthy child of six years can fulfill without engendering some psychopathic affection, while the latter requires decidedly too much of the child, who must command the numbers to one hundred, read fluently and write with correct orthography within the first school year. By all means something could be done that would be more useful, more cultivating to heart and mind.

Permit but one example of the way in which these preparatory schools for "the better classes" manage the work of rapid early culture.

In the report book for 1882 of a seven-and-a-half-year-old boy, after a school attendance of one and one-fourth

years, was written literally the following: "N. N. has been somewhat backward in Latin, but will be able easily to make up what he has missed, *during* vacation. His conduct, despite very great tendency to gaiety, is still good on the whole, but he must write his exercises better and learn his words more punctually." And a quarter later: "N. N. made satisfactory progress in all subjects; especially were his Latin exercises always very well done. Only in geography is it difficult for him to use the atlas intelligently; his conduct, despite all gaiety, was very good, captivating and amiable."

For several years this continued—"on the whole good." Gradually, however, appeared striking phenomena. Even a genuine, though light, form of epilepsy set in. Finally he had to leave Quarta (a class in the gymnasium) to begin the well-known process of wandering from one less exalted institution to another. At the age of fifteen years he estimated the height of my room at twenty meters. He knew our measures and weights readily by name, but as facts they were unknown quantities. He liked to translate Latin; otherwise no intellectual interests had been awakened. He was familiar with the system of Linne, but among the trees and shrubs of my garden none was known to him; finally he did seem to catch the idea that a shrub might be called *Sambucus nigra.* Even yet it was difficult for him to make intelligent use of an atlas. He was not sure in finding the cardinal points of the compass and did not know how to find his way about in the surrounding country, where he had already passed a year. He had absolutely no notion of directions and distances in the larger sense, nor of the size of any country, nor even of a small field.

The reader may imagine the end for himself. Hothouse plants may not be thrust rudely into the open air.

Other fellow-students with more resisting constitution or brain have apparently borne this forcing, and yet only *apparently.*

The danger of special preparatory schools consists

chiefly in the fact that they never ask what is good for the child, but what the later instruction in the gymnasium will demand of the preparation. But since the gymnasium requires above all a linguistic and grammatical training, which may be dangerous for a tender brain, intelligent parents will do better not to send a child so early to the gymnasium, especially if they observe that the taste for nature and life bids fair to die out, and for this reason mental faculties and interests already begin to appear languid. They will prefer a school that seeks, first and foremost, not the wishes of the gymnasium, but the well-being of the child.

In order to preserve the health of mind and heart it is above all necessary that the subject-matter of instruction be not one-sided, but qualitatively complete, so that all intellectual and moral interests be equally nourished. It is necessary, furthermore, that the portions of subject-matter offered by the curriculum shall not be presented in heterogeneous co-ordination and succession, but that they be brought into a unified connection of cause and effect. "All things must be interrelated; one thing must grow and ripen in its significance through another." How this is to be accomplished I have endeavored to show in a recent publication. More recent theories of instruction have long recognized these requirements; but, alas! not ordinary school-practice, much less official pedagogics. Ufer has already sufficiently recognized from one pedagogical point of view the importance of this question of concentration for the "preservation of nerve-power," and I share his view completely.

For practical life, also (we will claim in harmony with Ufer) for the struggle for existence that draws so heavily upon nerve power, the organized circle of thought is by far the best instrument, for it conditions largely that which we call the cleverness of heads. A well-ordered and well-knit circle of thought is far less exposed than its opposite to frequency of vehement emotional storms, which both the

judgment of physicians and universal experience assign as the most effective causes of all possible nervous diseases.

Furthermore, one saves time and power in instruction through the purposeful and unifying connection of subjects and materials of instruction. One often kills two birds with one stone.

The philosopher and pedagog, Herbart, teaches that: "One only has education in his power when he understands how to develop in the youthful soul a large circle of thought, well knit in all its parts and possessing the power to overcome the unfavorable elements of the environment and to absorb and unite with itself the favorable." In order to prevent mental as well as physical weaknesses and evils, it is further needful to let *letters* retire more into the background, yielding the foreground to facts and things.

A great deal could be simplified in language instruction, as well. Our (German) pupils, from the time they begin, have to torment themselves with eight alphabets, half of which might very well be spared. Let us, therefore, sacrifice our so-called "German" alphabets in both writing and printing despite the patriotic fancy of our highly esteemed Bismarck! Our youth will be less shortsighted, acquire less lateral curvature of the spine, besides being able also to employ their nerve-power more usefully.

Again, away with the forced position of the body and hand in writing by banishing the slanting writing.

That the higher schools regularly and proverbially neglect the weak appears in the fact that they release so many physical weaklings from the biweekly turning hours, while these are the very ones who should find daily physical exercises wholesome. Not the strong, but the physically weak, need the most exercise of the body. The same is true of drawing and singing.

But the pupil suffers not alone from his own overtaxation. That of the teacher injures him also. However, when teachers, especially those of the folks-school, are overtaxed by the duties of their calling and are injured in

mind and spirit, and hence also in their power to execute, it does not follow always that they are at fault. The intellectual work, during the hours of school, seldom overtaxes the teacher. His mature brain withstands more than that of the pupil. But he is often exposed to mental, and especially exciting emotional hardships that the pupil knows not. If, then, he must be constantly harassed by questions of bread and butter, or if the traditional force of social life shapes his recreations, he cannot accomplish his work with pleasure, and those must suffer most, accordingly, who are the psychopathically affected pupils. In this respect also there is much that could be bettered.

J. TRÜPER.

Los Angeles, Calif. (Translated by Dr. C. C. Van Liew.)

[*To be continued.*]

KING AND QUEEN.

"If you were king, my little lad,
What would you do, I pray?"
"If I were king, why, sir, I'd swing
Upon the gate all day."

"And, little lass, if you were queen,
What would you do?" I said.
"O sir, I'd buy a hundred dolls,
And put them all to bed."

SHALL IT BE FEAR, OR LOVE?

A little girl on being prepared for bed by her aunt, said:

"Wait and hear me say my prayers, Aunt Em."

"No, the bell is ringing. Say them alone."

"No, I can't say them alone. I *won't* (crying), and then God'll *kill* me."

"Why, you don't think he is so mean as that?"

"Yes he is. He's *just* that mean."

PUPILS' INTEREST AS INFLUENCED BY THE TEACHER.

EARLY in January, 1898, the following questions were sent out to school superintendents in the state of Ohio for distribution among the teachers:

PUPILS' LIST.

1. What books have you read this school year?
2. What book do you like best? What was there about it that you liked?
3. Which of your school studies do you like best? Why?
4. Boy or girl? Your *age*, *grade* and name of your school.

TEACHERS' LIST.

1. What books have you read to the school?
2. Which of these did you enjoy most?
3. What books, if any, are kept in the room, accessible to pupils?
4. What has been the nature of the Reading Work in the schools? What literary studies, books read in class, etc?
5. Have you urged the reading of certain books? What?
6. Have you urged pupils not to read certain books? What?
7. Which of the subjects of the course do you find most pleasant to teach? Upon which do you put the most effort?
8. If you have any comments to make on individual cases, make them upon the children's papers.
9. *Grade* and *school.*

Reports were received from fifty-four teachers, together with the papers of 1,949 children.

NOTE.—We are indebted to the kindness of the following superintendents, who collected the material for this study: S. L. Rose, Hamilton; J. D. Simpkins, St. Mary's; John A. Long, Chillicothe; G. G. McGinnis, Van Wert; J. C. Fowler, New Lexington; C. L. Boyer, Logan; W. F. Allgive, Fredericktown, Ohio.

This study is based upon the returns relating to the preferences of teachers and pupils for certain subjects in the course of study. An examination of this material offers many suggestions toward definite answers to the following pertinent questions:

1. How much is the pupil's interest in a study affected by the teacher's interest in that study and by the effort put upon teaching?
2. Which has the greater effect, preference or effort?
3. In what studies and years is there little or no effect? (In these studies and years an improvement in method of teaching is needed, if the interest of the pupil is to be maintained.)

I.

The pupils' preferences were tabulated with reference to the preferred and effort-subjects of their teachers, each room being tabulated separately. Since the schools reporting sent returns from all the grades, the distribution of teachers and pupils throughout the grades was quite uniform. Fig. I. presents in graphic form a pool of the tabulated results for each grade. This shows the relation of the children's preferences to the teachers' preferred and effort-studies. Taking all the grades collectively an average of 50 percent of the children liked best the studies that their teachers enjoyed or emphasized. About 40 percent preferred subjects preferred by the teacher and about 10 percent subjects upon which the teacher placed the greatest effort. The preferences of boys seem most affected by the teachers' interests. In the fourth and seventh years effort reaches its maximum effectiveness, in the fifth its minimum. The girls are less responsive in the fifth year.

II.

In table I. we give in the first column for each grade the percent of pupils preferring any study, in the second column the percent of teachers preferring that study, and in the third the percent of teachers putting effort on that study. The following is a list of the studies receiving the maximum preference in each case:

	4th Year.	5th Year.	6th Year.	7th Year.	8th Yr.
Pupils' preference.....	Geography	Geography	Arithmetic	Arithmetic	History
Teachers' preference...	Arithmetic	History	Arithmetic	Arithmetic	History
Teachers' effort.....	Arithmetic and Grammar.	Arithmetic	Reading.	Arithmetic	Arith.

In no case is the study upon which most effort is put the study in which the pupils show the most interest, ex-

cept in the seventh year, and even here the effort-study is also the preference study of the teacher.

Table I. enables us to form a comparative idea of the interests in the different subjects.

In arithmetic the pupils' preference follows the teachers' closely, except in the fifth year. Here we find the teachers' preference lowest and the effort highest, while the pupils' preference is lowest. The foregoing list of studies shows the fifth-year pupils' preference to geography, the teachers' history. Five of the ten teachers put special effort upon a particular subject, and in every case this was arithmetic. In the sixth year the teachers' preference for this subject is at its highest, while the effort is at its lowest, preference showing an increase of 50 percent. Something seems wrong with the teaching of arithmetic in the fifth year.

Geography is a great favorite among children, especially in the earlier grades. They seem to take more interest in it than their teachers. Although receiving much of the teachers' effort, the percent of pupils interested in the subject is greater than the effort put upon it. No teacher found it necessary to place effort upon this subject in the fifth year, yet 30 percent of both boys and girls preferred it.

We see that teachers take great interest in teaching history and that the interest of the pupils follows in a general way the effort and interest of the teacher.

Little preference is shown by teachers or pupils for grammar, or language study, until the seventh and eighth year, and even then there is a decline in the boys' interest while that of the teachers and girls rises. Except in the eighth year, when the teachers' effort is high, the pupils' interest is low, and vice versa. Even in the eighth year, when there is a rise in the teachers' effort, there is a corresponding decline in the boys' interest. In the fourth year, in a class of thirty-eight pupils, the effort was put on grammar and none preferred it. In the sixth year, in a class of twenty-six, effort was put on grammar and

none preferred it, and in another class of thirty-three, one girl alone preferred it. In the eighth year, in a class of thirty-four, with the effort on grammar none responded and in a class of seventy, one girl preferred it. It seems that there is little liking for grammar by either teacher or pupil and that when effort is used to create such interest no progress is made.

Reading shows a gradual decrease in interest, both for boys and girls, except a slight increase with the girls of the fifth year. The preference, and especially the effort of the teacher, fluctuates considerably with little apparent influence upon the pupils' interest. In the seventh year, in a class of twenty-eight, effort was put upon reading and only one boy preferred it. In an eighth year class of seventy, with the effort on reading, only one girl preferred it, and in a class of twenty-six only three girls.

Spelling is quite popular with the pupils of the fourth year, but this declines rapidly with the grades. About twice as many girls as boys prefer this study. Although a few teachers placed effort upon spelling, no one preferred to teach it.

Among minor studies, it may be interesting to note, three pupils out of a class of forty-five preferred German in the fourth year; in the fifth year, one out of thirty-five; in the seventh year, one out of twenty-nine. In a fifth year class in physiology, one out of twenty-eight showed a preference for the study; in the eighth year, a boy and a girl out of a class of twenty-two; in the same year, two girls out of a class of twenty-four. One boy in an eighth-year class of thirty-nine preferred physics.

In general, arithmetic, history and geography are the preferred or the effort-subjects of the teacher; they are also the preferred subjects of the children.

III.

When we come to consider the relation between the teachers' and pupils' interest, two possibilities suggest them-

selves. Pupils may enjoy a subject because it is well taught or because the subject-matter is akin to natural interest An agreement between the preferences of teachers and pupils may result from: Firstly, that with a given teacher that subject is best taught which the teacher finds most pleasant to teach; and secondly, that teacher and pupils are influenced by the same general conditions. It seems probable that both factors operate among the schools here examined. If the latter were the stronger, it should result in a greater agreement between the teachers' preference and the preference of boys, than between teachers and girls, since boys enjoy greater freedom and are thus earlier thrown into the adult world.* The foregoing tables show a greater agreement between teachers and boys.

The subject upon which the teacher places her greatest effort is not usually her preferred subject. Among the forty-four teachers putting special effort upon the teaching of a particular subject, but seven put their effort upon preferred subjects. If the constitution and environment are the principal factors in determining the agreement of teacher and pupils, preferences for effort-studies are required rather than natural interests. The natural interests of boys and girls have characteristic differences, but the leveling influence of the school would, probably, leave little such difference in acquired interests. Fig. I. shows a close agreement in the preferences of boys and girls for the teachers' effort-studies.

This data at hand is not sufficient to enable us to estimate definitely the influence of the teacher. Yet it appears certain that the teachers' interest is not the chief factor in

*In a study of "The Interests of Children in the Reading Work of the Elementary Schools," "Pedagogical Seminary," April, 1898, p. 536, boys are shown to have a greater range of preference for books. A tabulation of our returns to Question 2 gave the same result. Either the boys knew of more books or were subject to less effective leveling influences—probably both. The writer is of the opinion that either is but a consequence of the boy's greater freedom.

the determination of the pupils' interest. The foregoing results stand as a refutation of the "stock objection" that studies of the likes and dislikes of children are of no value, because the children will say they like whatever they know the teacher likes in order that they may win approval.

The most significant result of this study is the suggestion of an inefficiency on the part of the school in the neighborhood of the fifth year. Dr. J. S. Taylor, in "Pedagogical Seminary," April, 1898, p. 497, reports a study of 756 papers of pupils from New York and Winona schools, in which the results agree with ours. His tables give the maximum percent of dislike among girls at the fifth year, also the minimum of likes. Professor J. P. Taylor's study of children's hopes (department of public instruction of the state of New York, Exhibit No. 18, p. 1,000) shows that while 72 percent of the girls at the age of nine wish to be teachers, 66 percent at ten, 46 percent at twelve, only 36 percent have the ambition at eleven, the age corresponding to the fifth year. Thus the girls at this period find school less attractive.

A tabulation of the returns to the second question of our list shows the influence of the teachers' literary interest and effort upon the children's book preferences as follows:

Year..	2	3	4	5	6
Girls..	43 percent.	44 percent.	37 percent.	9 percent.	24 percent.
Boys..	30 percent.	37 percent.	41 percent.	25 percent.	20 percent.

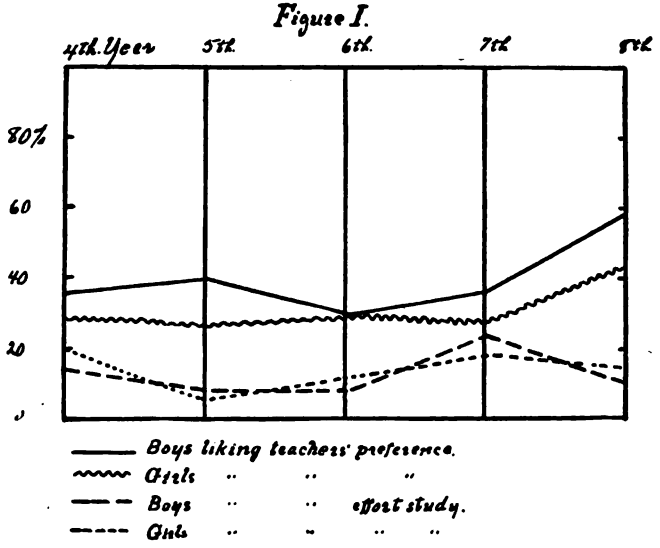
This compilation was by the same method as that in Fig I. Here the same falling-off of teachers' influence appears in the fifth year and is again more marked among girls. In the face of the evidence it seems certain that something is "out of joint" in the course of study.

In conclusion we can only say that we have found convincing evidence of a weakness in the school at or near the fifth year. Thus a question of considerable importance has been raised, a question that can be answered only from a study of the growth of the child, the arrangement of courses of study and methods of instruction.

Columbus, Ohio. WALTER B. LYDENBERG.

The foregoing is one of a number of studies now under way seeking some practical knowledge of the influence of the school upon the interests of the child. They were projected upon the hypothesis that the irregular growth of the child, so well worked out by physiologists, would bring various irregularities into the school where instruction is based upon a regularly graduated course of study. The results so far obtained bear out this assumption.

The appearance of Dr. J. S. Taylor's article was especially fortunate, since it gives an opportunity for compari-



son not often possible in work of this kind. The remarkable agreement between his tables and those furnishing the basis of the foregoing article inspire confidence in the method here pursued and in the conclusions resulting therefrom. It also points to a freedom of the child's interest from the influence of the teacher, its dependence upon conditions of growth within the child and to the waste of effort in attempting to force interest at unfavorable periods. The increased resistance of children to the instruction of the

school at or near the fifth year has been mentioned by many writers upon general schoolroom methods and it has come to my notice that a competent investigator is making an exhaustive study of this interesting fact. It is to be hoped that his results may soon appear.

CLARK WISSLER.

Ohio State University.

TABLE NO. I.

STUDIES.	4TH YEAR.			5TH YEAR.			6TH YEAR.			7TH YEAR.			8TH YEAR.		
	Pupils' Prefer.	Teachers' Prefer.	Teachers' Effort.	Pupils' Prefer.	Teachers' Prefer.	Teachers' Effort.	Pupils' Prefer.	Teachers' Prefer.	Teachers' Effort.	Pupils' Prefer.	Teachers' Prefer.	Teachers' Effort.	Pupils' Prefer.	Teachers' Prefer.	Teachers' Effort.
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Arithmetic	26	45	27	14	25	50	33	48	16	36	40	50	27	40	40
Geography	41	36	18	31	38	....	29	16	16	21	30	10	6	....	....
History	....	....	....	15	49	....	7	40	....	14	30	10	41	70	20
Grammar	2	....	27	5	....	....	4	....	16	10	20	10	11	20	20
Reading	16	27	....	17	....	....	11	24	32	6	10	10	4	....	20
Spelling	15	....	9	13	....	....	7	....	8	7	....	....	2	....	....
Drawing	3	....	9	3	....	....	2	....	....	2	....	....	2	....	....
Writing	....	....	....	....	....	....	1	....	....	1	....	....	....	....	....

THE MODERN CHILD.

TO THE student of sociology, one of the most notable features of the past few decades is the growing attention bestowed upon children. The thought now devoted to them would amaze our ancestors of three generations ago. Child-Study has become one of great importance. Thousands of men and women are being trained in scores of normal schools for the one purpose of instructing the young, for the work of a teacher is now believed to be one demanding extensive and peculiar education. Volumes are written annually for children and of children, while journals and magazines of the same character have increased a hundred-fold. The children are apparently considered a far more important factor in every household than they were fifty years ago. It is at least a fact that they receive more attention and are brought into much greater prominence. The aver-

age child of to-day has a score of toys where his grandfather had one. Many children are overburdened with them, and are less happy than they would be with a smaller number. The most contented and quiet children that the physician sees in his rounds are certainly not those with the most playthings.

We are far from criticising the general tendency to bestow more attention upon children and more thought upon their education and training, but it cannot be denied that the matter in many families is carried to a very injudicious extreme. Neither can it be denied that the general tendency is in the direction of bringing children into too great prominence, in making them the most important and first-to-be-considered members of the family, and in laying burdens upon them too great for their strength. These errors are undoubtedly greater in the cities and large towns where the high tension of life is felt by all sorts and conditions of men, by children and adults alike.

We have before referred to this subject on these pages, and have pointed out the error on the part of some parents, namely, a tendency to adopt the habit of too great *camaraderie* with their children, and the growing tendency to remove the barriers between childhood and age. This naturally results in the feeling that children should enjoy the same pleasures and indulge in the same pastimes as their elders. Such recreation is frequently of a character far too stimulating for the sensitive nervous organism of the child. The prevailing tendency of the times is certainly to overstimulation of children. This tendency pervades our whole educational system. It permeates juvenile literature, it is manifest in childish recreations, and has invaded the home. Such over-straining and stimulation of the mental and nervous organism cannot fail to cause harmful effects during childhood, and frequently produce a neurasthenic and nervous temperament in later life.—*Archives of Pediatrics.*

A PARENTS' AND CHILDREN'S CLUB.*

THE subject as announced—"A Parents' and Children's Club"—will hardly arouse in your minds any thoughts as to the nature and size of this organization, and this paper shall attempt nothing more than the recital of some facts in connection with an experiment which may be interesting to the student of Child-Study quite as much as to a congress of mothers. We are constantly told that this is an age of organization, and that the family is the unit of the state. Upon this unit depends the character of the state and upon the character of the state depends the fate of nations. With this thought in view, we cannot doubt the responsibilities which fathers and mothers assume, and we only wonder that so many can thrust their children upon the state without a thought or care as to fitness. We are told that the mother is the natural teacher and guardian of the child, but that on account of the increased opportunities for women, that they are becoming the less domestic; yet upon the heels of this cry comes the new movement for Child-Study, the appreciation of motherhood and the uplifting of the home. Mothers' clubs and mothers' classes are analyzing the atom called "child," and every fault as well as every virtue of the child is placed at the mother's door. The father becomes only the provider or bread-winner and the child a plant or flower to be cultivated and nourished according to the education or ignorance of the mother. But with this distinct division the unit, the family, can no longer exist, and the thought must occur that in order to render a mutual service to the state or society, the three parts, father, mother and child, must be united. The tendency of the age is, however, to distinct family divisions. Many a father sees his children but once a week. When he leaves home in the morning the children

* Paper read at the Michigan Congress of Mothers, Detroit.

are still asleep and on his return at night they have retired. Sunday is the only day when the members of the family meet and then the father is a stranger. This reflection must apply to all classes of society where the distances are too great for the family to assemble at the noon meal. Then there is still another cause of estrangement between parents and children. Only the other day I witnessed the sight of a father and mother enjoying their meal at one table and a four-year-old daughter, with her nursery governess, at another table. The society woman is too much exhausted by social duties—and the father, tired with the cares of business, cannot endure the innocent prattle and endless questions of the little ones; while among the poor the parents are too much occupied with the trials which come with an eked-out existence to present or manifest sympathy with the younger members of the family; and then we wonder why our boys and girls seek enjoyment out of the home. Our young people want companionship and sympathy, and just during those impressionable years do they most need the companionship of parents. To the parent everything which appeals to the child must be worthy of thought and attention.

Mothers' clubs have done much to bring together the mother and the child, so that to-day mothers visit the school and know what their children are studying, but the father is still without the circle. The father will not attend the club meetings unless we try to make the home the meeting-place, where the parents and the children shall be the members. At least one such experiment has been made and has existed long enough to warrant a decision either pro or con. The family in this case consists of the parents, two young lady aunts, an eight-year-old son, and two daughters aged respectively five and three. During Thanksgiving week, in 1897, mamma conceived the idea that, in accordance with the spirit of the times, a little club could be formed among the members of the family, and that the membership should be restricted to these. The family as-

sembled and elected a president to hold office for one week. The honor was conferred upon mamma, and she at once announced that the club would meet three times a week, immediately after supper, for program work, and once a week for the election of a president. No parliamentary ruling, other than a formal call to order and good discipline, was attempted. The plan outlined consisted simply of a request that each member of the family be prepared with something to say, recite, sing or read for each meeting, and members were requested at the next meeting to choose a suitable name for the club. The children at once understood what was expected. The name chosen at the next meeting was "The Home Circle." Papa and mamma had to prepare numbers for the program just as did the younger members of the family. Luckily for all, the occasion furnished ample material. The two older children spoke on the subject, "The Landing of the Pilgrims," while the youngest child, with very much dignity, told what was equally important to her—"the story of Golden-locks and the bears." For the purpose of this paper it matters little what the older members of the club furnished, but it is worth while noting that to make the club a successful institution, the older members must bring to it the same enthusiasm, the same dignity and the same honesty of purpose which ought to characterize a society of adults. Nothing but illness must be allowed to interfere with the time for meetings. To the student of child-development these meetings become a source for much reflection. One is surprised to see with what grace the little ones respond to the program or to the election of officers. I can remember of no more thrilling scene than when one little three-year-old darling rose from her seat and said: "I thank you for electing me president of the Home Circle."

The children must not be drilled for these meetings; they must rather be unconsciously led to observe and think during the day, and then to voluntarily perform their parts. The different numbers on the program show clearly the differ-

ent stages of mental development represented by the different ages of the children, just as the programs from week to week show the development in the individual child. The fact that each one is responsible for a number on the program not only cultivates a power of expression, but inculcates a spirit of attention and mutual helpfulness. With a little tact the older members of the family can direct the tone and topics of the meeting. Begin with the subjects nearest you and the children will soon see that their own work at school, or perhaps a walk downtown can furnish to them topics for discussion. Special occasions, like national holidays, are always made special subjects. On George Washington's birthday the program was given entirely to the children, who acquitted themselves with credit which would have been becoming to the older members. Subjects which cannot be profitably given at one meeting are continued for two or even three meetings. In this way the Cuban question, our government, our military and naval schools, have been topics to which the children gladly listened.

During the winter we did not forget Lowell, Longfellow, St. Valentine or Froebel. Guests are always welcome at the meetings but are always requested to take part in the program. That the experience gained has been helpful to the children cannot be doubted, but the greatest gain has come to the parents who are conscientiously and willingly studying their children. Here they can see exactly what their children are doing, and here is such a good opportunity for general criticism which the little members are not slow in understanding. Praise and censure must be administered in the same dignified manner, so that the members shall take pride in performing their parts well. In this busy world and in this busy age, shall we find no time for our children, shall we not gladden their souls with companionship even more than with toys, food or clothes? Shall we not make them feel that if we can give to others, that they shall be the chosen ones? And shall we not even feel that, if God has blessed us and surrounded us with these young

lives, that we shall be willing to learn from them? Contact with the children has taught the parents of this Home Circle more than Froebel or Spencer alone can do, and besides this the little ones feel that papa and mamma live for them, and they will soon learn to live for and with father and mother.

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STORIES AND STORY-TELLING FOR CHILDREN.

I would like to speak of several features to be avoided in the choice of stories. First: Accounts of harrowing incidents, such as the Princes in the Tower, the Dauphin in the Temple, of misery and wretchedness that cannot be relieved. Second: Such portrayals of life as give false standards of dress, etc., and leave impressions of great splendors suddenly descending upon some every-day person; stories implying that wealth and power are extremely desirable in themselves, or may be obtained without effort. Third: Representations of children who do the very bad thing we wish to correct, or, who use coarse or ungrammatical language. Fourth: Too vivid representations of battles and all the cruelties and barbarities of warfare. Not that any of these things should be concealed from children, but they should not be too strongly dwelt upon.

It is a gift to tell a story well, and many mothers, feeling that they have it not, defraud themselves and their children of one of the pleasantest experiences of child-life. Anyone can learn to tell a few stories acceptably. Fortunately, little ears do not tire of a good tale, nor is it especially desirable that a new story should be told at each sitting. New ones should be like angels' visits, and reserved to create diversions at critical periods in the nursery history. If a mother has not the gift of story-telling, she should study some written tale which she knows will be good in the ears of her audience, until she has learned how it proceeds and why it pleases, and then she should try and tell it without the book.—*Mrs. Mary S. Weeks in Babyhood.*

REPORT OF THE WORK DONE IN CHILD-STUDY.*

INTEREST in my own children and desire to help other mothers led me during the past winter to take a more active part in the work of the Child-Study movement than had been my privilege to do heretofore, my time being wholly occupied at home with the care of three small children. My special interest is the physical welfare of the child and my work has been practically along that line. I am not identified with any one organization, but have done work with several, among them the Normal Park Round Table, the Round Table of the Home and Educational Department of the South Side Club, the Chicago Teachers' Club, the River Forest Round Table, and the Parents' Meetings of the Charles Kozminski School of Chicago.

The following were the subjects discussed during the winter: "The Bathing of Children," "The Clothing of Children," "Proper Clothing for Girls," "Periods of Growth," "Some of the Dangers of Infancy and Childhood," "Care of Boys and Girls at Puberty," "Partial Starvation in Infants," "Adolescence," "Malnutrition and How to Detect it in School Children," "The Care of the Eye," "The Care of the Ear," "The Care of the Teeth," "The Mechanism of Locomotion, with special reference to the Care and Protection of the Feet," "Demonstrations of the Anatomy and Physiology of the Human Body by means of Charts, Models and Manikin."

The number attending the meetings has not been as large as the importance of the subject (the welfare of our children) demands. The interest manifested by those who did attend was, however, on the whole encouraging. A great deal of interest was shown in the subject of nutrition. This is a good subject in which to interest mothers especially. It is a very practical point at which to begin Child-

*Read at meeting of Child Study Congress.

Study in the home. The field for work is close at hand and offers ample opportunities for the practice which makes perfect.

Practically under the head of nutrition fall all the details of the care of children in the home. The subject of Nutrition does not pertain to food and its preparation alone, but also to cleanliness of person and surroundings, proper ventilation, clothing, exercise and rest, sunshine, etc. Nutrition also makes a good center from which to radiate further interest in all that concerns the development of the child.

Adolescence is another subject in which a great deal of interest was shown. Awakening interest in this subject is a very hopeful sign, for it is full of promise for both parents and children.

The winter's experience has brought several thoughts very forcibly to my mind and I would like to speak of them here. In the first place, in this movement we must ever keep our attention turned toward ways and means of stimulating and spreading interest. One way of doing this is to make every effort to give mothers as broad a conception as possible of what Child-Study means. Mothers have a right to expect that this work will give them help in the daily care of their children, but to stop here gives them but a part of the benefit they should receive. The Child-Study movement must do more than create an interest in one little home-circle. It must create an interest deep and broad enough to take in all children of all ages under all conditions. This is the conception of Child-Study which will help solve many of the social problems with which we are confronted to-day.

A mother of four children whose ages range from three to twelve years made the remark that "her children were all grown now so she did not feel the need of a Child-Study Round Table." Another said she "had lost all interest in the Round Table she attended, because so much time was spent upon babies." This is the conception of

motherhood and its responsibilities and its relation to the race which we wish to broaden. Once a true mother, we never get away from interest in children, whether large or small. When our children are grown there are our grandchildren and our great-grandchildren and the children of others.

To woman is given the great privilege of bearing and rearing children. She has done it lovingly, devotedly and with much self-sacrifice, but that is not enough. The time has come when it must be done with intelligence also.

Again, we must strive to give to men and women a broader and more intelligent idea of their place in nature. We must make them feel that they are not individuals standing alone, but that they are a part of a great whole and have a relation to the development of the race. They must know that human life is divided up into several periods. The earlier periods are devoted to the development of the individual as such, and the later to the development of the individual in the interest of the race. Nature develops the individual only in so far as it serves the purpose of the race. This is the path by which all animal life attains the highest development, and man is no exception to the rule. "We must educate our boys for Fatherhood, our girls for Motherhood, and both for Humanity."

I wish to make special mention of the meeting at River Forest. It was the only one met with during the winter which the fathers attended. The subject was "Adolescence," and the fathers showed their interest by leading in the discussion which followed the paper. This meeting was also an exception in the full opportunity given for discussion. Shorter papers and more time to ask questions would undoubtedly be a means of promoting interest.

The importance of a closer relation between the home and the school is every day becoming more and more apparent. There is no better field for effort than the awakening of such interest as will lead to the thorough co-operation of the home and the school in behalf of the child. A

number of teachers have spoken to me of their efforts in this direction. One teacher was at a loss to account for the conduct and poor work of a small boy in her grade. By questioning him she found out that his breakfast consisted of bread and coffee. Her effort to correct this error of diet was resented as an impertinence on her part. Insufficient and improper food for breakfast was given as the cause for irritability and poor work by several teachers. Mothers and teachers by sympathetic co-operation may be able to lighten each other's burdens very much and make happier homes and school-rooms for the children. The Parents' Meetings held at the Charles Kozminski school during the past winter were a beginning in the right direction. At these meetings questions affecting the child in the home and in the school were discussed with interest by both parents and teachers.

In closing I wish to give a word of encouragement to mothers. The Child-Study movement looks to us for a great deal of help in solving many of its problems. It places a great responsibility upon our shoulders, and rightly so; for none come so near to children as we or have the opportunity for intelligent study and effort in their behalf. At times the work may seem more than our shoulders can bear, but we must not be discouraged. We must set earnestly to work. Do not be overcome by the sense of your great ignorance or the vastness of the field of labor—but begin. Make a beginning somewhere. Real, genuine interest in your child in one direction, earnestly pursued, if no greater than the fitness of his daily bread, will soon lead to multitudes of other interests. As you strive the strength will come to help you accomplish the task before you.

DEREXA MOREY-ERRANT, M. D.
(Mrs. Joseph W. Errant.)

Chicago, Ill.

Teacher—"What part of the iceberg is above water?"
Pupil—"The top part."

NERVOUS AND BACKWARD CHILDREN.

CHAPTER IV.—NERVOUS TENSION.

EMOTIONAL prodigality manifests itself in a disturbance of the equilibrium of bodily tension, either exalting or lowering it.

These variations in tension are injurious to the body corporate in proportion as they are rapid and extreme. A certain amount of variation is normal and healthy, but extremes are always harmful. One of the main features of nervous excitement is that the mind seems to feed upon it, and when once the even tension is broken, the body craves even greater variations; therein is its injuriousness manifested.

The victim goes wild with his emotional excitement and rapidly flies from one extreme to another. One moment he is ecstatic, buoyed up by hope and joy, the next sunk in grief and despair. These kaleidoscopic changes are rapid, uncertain and, in extreme cases, quite beyond the control of the individual. In fact, so confirmed does the victim become in the condition that he avers he enjoys it, although he may be fully aware of the injurious effect this playing with the emotions has upon his body.

Only in their most extreme manifestations, however, do these cases come under the care of the physician; *i. e.*, when the attacks of loss of emotional control prevent the individual from mingling harmoniously in social life; yet between the marked hilarity of a group of school-children, and the still more marked excesses of the hysteric or the melancholiac there is little difference, save in degree.

Pathological conditions are but perverted physiological functions. Everyone has a normal bodynote or tone, and we often speak of the body as being in a healthy state or tone. Tones are produced by vibrations of strings, wires or nerves. We are thus naturally led to the consideration of vibration as the basis of harmony or discord and are forced

to the conclusion, whether we will or no, that vibration is the law of the universe. We find perpetual motion in everything that is—intermolecular movement of solids; constant vibration in the earth, the air and the ether that fills the space between the celestial bodies, and persistent pulsation in all that has life. In fact, movement, constant, ceaseless internal movement, is the price of life. Without it nothing could exist, for it is by movement that the waste products are cast out—stasis—"standing"—meaning death by auto-intoxication. Not only is motion necessary to life in the vegetable and animal kingdom, but the mineral kingdom also is subject to the same law, constant alteration in the position of the molecules of solids being necessary to prevent neutralization of the power of cohesion. Attraction and repulsion are coexistent and constant everywhere. It is by this law that crystals are formed and rocks disintegrated. The force that governs these particles is magnetism. Says Plucker: "There is scarcely any doubt that the force which is concerned in growth, aggregation, is the same that gives to matter its crystalline form. We thus get a reciprocity of action between the force which unites the molecules of matter and the magnetic force, and through the medium of the latter the correlation of the attraction of aggregation with the other modes of force may be established."

Movement, wherever found, is a manifestation of energy, whatever may be its source. It is also perfectly possible, by taking thought, without any visible muscular movement to raise the bodily temperature —for instance, in anger, a very common synonym of which is found in the phrase, "getting hot." Now, heat is invariably the accompaniment of more or less rapid vibration, and I would advance the theory of friction caused by attraction and repulsion between the minute structures of the cells of the animal kingdom, rather than oxidation, as the explanation of the production of heat in the animal economy.

It is a well-known fact that motion, exercise, is an abso-

lute requisite to the highest development of the muscular system. As constant alteration in position of the molecules of a solid is essential to prevent neutralization of polarity and consequent disintegration, so is constant exercise of a muscle necessary in order to prevent its wasting away.

Muscular tissue above all tissues is very complicated. Each fiber, itself microscopic in structure, is again subdivided into a multitude of prismatic forms, to which the name of sarcous elements has been given. These may be likened to the cells of a battery, each fiber resembling a voltaic pile, the connecting nerve fibers being compared to the insulated wires that convey the currents to and from the dynamo of the brain. The molecular particles to be observed in the body of the cells and sarcous elements may be compared to the molecules of solids. It is a well-known fact that these are constantly changing their positions during cell proliferation, obedient to some law with the nature of which we are not as yet conversant. That these changes in position play an important part in the physical condition of the body, is to be inferred from analogy and also from direct observation. Experiment has amply proved that the human voice is capable of printing form upon matter as successfully and distinctly as a violin bow drawn across the edges of a plate. The discoverer of this fact is Mrs. Watts Hughes. The experiments are conducted as follows: A hollow receiver is procured, over the mouth of which is stretched an elastic membrane. The surface of the membrane is covered with a semi-fluid paste, of such consistency that very light impressions can be easily received. A singer sings against the surface of the membrane, exercising the greatest care that his notes are singularly steady and perfectly accurate. At once the musical note mirrors itself on the paste, and in the most unexpected forms. Forms of flowers, as perfect as if they were drawn, occur among the rest, these indeed constituting the majority of the figures. Daisies with every petal exactly shaped are common; lilies, equally symmetrical, are not rare. A change of note, or

of timbre, will produce a miniature tree on the paste. By some slight variation, impossible to estimate, the figure of a star-fish will appear; another imperceptible difference of sound will produce an anemone. Occasionally the vibrations—presumably owing to an unconscious augmentation of force on the part of the singer—will imprint themselves in the form of shells, beautifully voluted, the wrinkles in the scroll being so incisively indented that when photographed they appear like creases in the picture. Suddenly deserting these marine forms as capriciously as they took them up, the sounds will create ferns, supended branches of fruit, and otherwise adorn the membrane. Such phenomena as the preceding bring us to the threshold of an interesting inquiry into the reality of one of the most extraordinary ideas of antiquity.

There can be no question, but that vibration will play an important role in the future scientific consideration of man in health and disease, and to that end I would contribute my mite in the remaining words of this paper.

If you have ever visited the power-house of any of the great street railway systems which girt our city, when the machinery was in full motion, you were undoubtedly impressed with the tension of the atmosphere from the escaping vibration and dazed by the whirr of the revolving machinery. It is not necessary to go to so much trouble, however, in order to appreciate fully the force of vibration, for if you will but lightly stop your ears with your fingers, you will discover that you have a power-house within your own body.

Vibrations of the body due to the action of the heart have long been recognized and graphically displayed by means of Gordon's "vibrograph." This consists of a square box with hinged lid, one end of which rests on stout rubber bands or tubing. A receiving tambour is attached to the free end. If it is desired to get the relationship of these bodily vibrations, two tambours are used, one to register the pulsations of the heart, while the other notes the vibra-

tory curve. The registrations are to be made on a sliding plate attached to a tuning-fork.

If the nose and mouth are closed and tracings made of the vibrations of the inclosed air, they will be seen to have the curve of the carotid. The tympanum, when intact, also registers a similar vibration, which is entirely different from the alternating current that can be distinguished by closing the outer ear as before described. When the legs are crossed, the pulse is indicated in the movement of the foot. The teeth, when held lightly apart, also record the pulse.

Behind the heart and lung power, however, lie the emotions which act directly upon the heart, through the pneumogastric nerve; hence the injury to the system from permitting full rein to the emotions. A typical example of this is found in the explosions of the nervous energy in hysteria and epilepsy. Unrestrained pleasure and pain, fear, hate, remorse, grief, jealousy and rage are the keys that turn on the steam of the great Corliss engine of the body, the heart, which by its pulsations runs the central dynamo of the brain and the ganglia of our complicated nervous system.

If the law of the universe is harmony, discord is a pathological condition. Harmonious vibration gives health; discord, inharmonious vibration, produces disease—literally, "want of ease." Van der Naillen holds that "all manifestations in nature, physical, intellectual and spiritual are due to interference, to changes brought in the ratio of vibration of the imponderable forces of nature." If our bodies were keyed to nature's vibration, disease could not exist, for the body as well as the material universe moves and acts on a physical, vibratory plane. Being thus constructed, harmony gives pleasures and discord pain in proportion as the individual moves on a high or low plane, or, speaking in a musical sense, is more or less highly strung.

This brings us back to the analogous consideration of the body, which we have likened to a complicated musical in-

strument composed of innumerable nerve fibres and many resonant cavities.

The emotions, as we have already indicated, correspond to the key-board; the range of tone is the limit of the resistance of the protoplasm that composes the fibres, plus the extensibility given it by the influence of mind. Just as the gauge or size of the strings in a musical instrument is dependent upon the ductility of the wire, so does the quality of the protoplasm in the body mark the range of healthy vibration.

Further: as inharmonious or unskilled use, or too long, continued vibration will destroy the very best musical instrument, correspondingly discord and inharmony will injure the body. Not only this, but these bodies of ours respond to sympathetic vibration, just as do the wires of a piano or the strings of a violin when the right key is touched. How often have we felt ourselves thrilled when least expecting such manifestation—as the result of an appeal to our sympathy, the flashing on our vision of some scene that was particularly pleasing, or in response to some form of physical vibration in nature. Especially does the body make swift answer to the musical note with which it is in harmony.

"As the notes in the belfry respond to the voice of the watchman singing in the hours of night," so do our bodies respond to the sound of the organ-pipe when that one is sounded "that is consonant with the vibrations which set in motion the atoms composing it." In a corresponding degree we also respond to joy and sorrow, are moved by extremes which, if continued, will destroy reason and wreck this earthly temple.

In proportion as the members of a family are sympathetic and affectionate, the inharmonious vibration of one member affects the others—the most sensitive, or the one nearest in consonance suffering the most. Many times, this one, himself innocent, suffers more than the guilty party, by reason of a finer nature or a greater lack of recuperative force.

A veritable atonement this victim makes, by reason of his at-one-ment with the cause of the discord.

If the guilty party is the father, the vicarious sacrifice is perhaps the most-beloved daughter, who catches his inharmonious vibration by reason of the nearness of their relationship and the closeness of their sympathies. Or it may be the wife, who,by reason of her wifely duties is compelled to breathe in the vitiated atmosphere day and night. If she has no means of letting down the tension of the chords of her system, sooner or later nature will do this for her in what we call nervous prostration. To sleep under the same covers with one who can by simple propinquity jar the harmonious vibrations of another to the inducement of ill ease and even disease, may be likened to being imprisoned in a room whose atmosphere has been intentionally surcharged with poison.

If the mother is the one at fault, then the entire household suffers in proportion to the various ages and extent of confinement in the vitiated atmosphere. A worrying, fretting, stewing, discordant mother can poison the air of the home far more pestilentially than the deadliest sewer-gas. There is no relief, day or night; the air is positively resonant with discords. This condition in the mother need not necessarily be expressed in disagreeable, mean, shrewish demeanor. It may exist under the cloak of an overanxious solicitude for the comfort and well-being of the home circle. The husband, by the very nature of things, suffers less than the other members of the family, and the children more.

This form of discord is very apt to run in families, being handed down from mother to daughter or from father to son through successive generations, a veritable physical inheritance of an inharmonious vibration, fostered, it is true, by temperamental characteristics, but chiefly due to wrong thinking.

The children of such parents cry out in their innocence to the physician for relief which he is many times powerless to give because the very hint at the real cause of the difficulty would at once give offense and probably cause his dismissal.

In conclusion, it is a well-known fact that a fine musical instrument improves with age and proper use. If this is true of a Cremona, how much more may it not be true of a human musical instrument, the very fibres of which are constantly changing, thus affording opportunity of improving the tone-quality by rightly directed use.

The key to the control of our bodily vibration is also the key to perfect physical health, and, according to my way of thinking, this is to be found in a thorough mastery of the emotional nature. The study of my life is how to play this wonderful instrument, how improve the quality of its tone, how best bring out its wonderful possibilities. In cases where I am untrammeled, and receive hearty co-operation from the patient, the treatment becomes simple: Instruction in methods of relaxation—how to unkey the instrument, and through right methods of respiration, direct the control of the bodily vibrations. This, together with right ways of thinking, the control of the emotions, the discontinuance of emotional prodigality and the conservation of nervous energy, will in a short time restore the subject to a normal condition of harmonious equilibrium.

W. XAVIER SUDDUTH, M. D.

100 State Street, Chicago.

A little boy about five years old, too tired for anything but sleep, refused one night to say his prayers. His uncle, who was present, said: "O, Harry, would you go to sleep without asking God to take care of you during the night?" The little fellow answered: "I didn't say 'em last night; I ain't goin' to say 'em to-night, and I ain't goin' to say 'em to-morrow night; and then, if nothin' don't get me, I ain't goin' to say 'em no more."—*Argonaut.*

GETTING ACQUAINTED.

THE little girl who lived at No. 17 had had her small nose flattened against the window pane most of the morning watching the new people move in next door.

The new people had children, but the little girl in No. 17 hesitated about extending the freedom of the neighborhood to the newcomers. She had had so many disappointments about the children who lived next door that she was very wary about making any further acquaintances. They were always horrid, like the children in the school readers. And they called their dolls Mary or Ella, or some commonplace name like that, and they were afraid to hear about ghosts and did not love fairies.

So the little girl in No. 17 had a species of neighborly initiation which she tried on all newcomers to see if they were worthy of cultivation. This initiation was so terrible that no children had yet been found who could stand the whole of the thirty-three degrees without shrieking for their mothers or nurses.

And it was with a feeling of resigned superiority that the little girl in No. 17 took up her station in the backyard and prepared for the inquisition. The new children were in their backyard and they were flaunting their dolls through the knotholes in the fence. The dolls in question had on rubbers, real rubbers, and the grand high priestess of neighborly torture felt personally insulted because her dolls had only shoes.

Going up to the largest knothole the little girl in No. 17 made six " faces," each uglier than the last, then she ran out her tongue and retired. But the aggravating new children just pulled their chairs up to the fence and looked in at the old resident, as if she had been a matinee. The old resident then went back to the knothole and made what is known as a "Brownie Face." The new children returned it with a

Brownie face still more awful, because they could cross their eyes and the old resident could not.

They glared at each other for some minutes, then the old resident bethought herself of something really terrible. Among her possessions was a bottle of laundry blue purloined from the cook and kept for some hour of deadly need. Taking the bottle of blue and two trusted kittens she blued their faces and then her own, and the trio presented themselves at the knothole. The new children were startled for a moment; then they began to laugh. The little girl in No. 17 could stand anything but that. She tried very hard not to cry, but it was most humilitating to have met her match.

"Say," said one the new children, "we none of us ain't afraid of anything. If you lend us those blue kittens we'll lend you our dolls with real rubbers." And the friendship was cemented.—*Chicago Daily News.*

PUBLIC PLAY-GROUNDS.

The larger cities of this country—and it is, of course, such that need them most—are constantly at work establishing play-grounds in the densely located parts of their communities.

Some such places are located in public parks, others in vacated lots, and others in yards; a few are even fitted out with gymnastic apparatus and with natatoria. It is rare that the authorities of the cities awaken to the idea of themselves; it is usually broad-minded individuals and liberally educated philanthropists, in several instances gymnastic organizations, who have accomplished what has been achieved so far.

Not more than a good beginning has been made, however, for in many a large city there is not a single play-ground where children of the poorer classes are allowed to gratify their inherited play-spirit.

Numerous empty lots are available everywhere if parks are not as yet provided. On account of ridiculous police regulations and of the selfishness on the part of the owners these lots are not used. If some agitation in this direction could be brought to bear on the owners, and perhaps a little sacrifice, in the majority of instances it might lead to good results.

The "Vereinigung für Volks und Jugendspiele" in Germany, a society which works in this direction, has grown immensely in a short time and is now extremely popular and successful.—*Mind and Body.*

THE SOLDIER.

My dear little boy
Cares not for a toy
  Nor plays as he used to do,
He throws them aside
And to my surprise
  Tells me that with them he's through.

That he's off to the South
The Spaniards to rout
  And no matter what I do,
He fires away
Killing thousands a day
  Like the soldiers in coats of blue.

But at night he rests
In his warm little nest,
  With battles and fighting through.
And although he can't kill
All the Spaniards at will,
  He's God's soldier, brave and true.

—BLANCHE DEVINE.

120 Lexington Ave., Buffalo, N. Y.

A teacher had told a class of juvenile pupils that Milton, the poet, was blind. The next day she asked if any of them could remember what Milton's great affliction was. "Yes'm," replied one little fellow, "he was a poet."

EDITORIAL.

Announcement.

ONE of the articles of the next issue will be the paper of Dr. Krohn entitled, "Mental Abnormalities and Erroneous School Methods," read at one of the general sessions of the Washington meeting of the N. E. A. After the reading of the address, a member of the N. E. A. from Pennsylvania offered a resolution that it be published and widely distributed by the Bureau of Education. The resolution was unanimously carried by the votes of the large audience present, and it is in line with this purpose, to give the address the widest possible publicity, that it will be printed in this CHILD-STUDY MONTHLY.

A. W. MUMFORD, Publisher.

Domestic Science in the Schools.

THE Chicago Board of Education has made preparation for the teaching of domestic science in some of the schools on a rather extensive scale. This is a source of much gratification to those who believe that the schools should be thoroughly practical in their aims and purposes, and also seek at the same time to develop, as their logical product, the best type of citizenship.

Several of the smaller cities in Illinois, as Urbana, have been giving instruction in sewing and cooking, for some years, and wherever introduced it has come to be regarded a most valuable branch of the course of study in our common schools.

Boston, Washington, Philadelphia, and other of the larger cities, have for some time been in the lead of Chicago, in instruction in domestic science. The Chicago Board, in thus coming into the fold, is not only giving official approval to the private enterprises whose modest efforts

have yielded such excellent fruit at the Kozminski and Hammond schools, but has demonstrated that it is also in closest touch with the people, and in line with the most advanced thought upon public education.

AMONG other things exhibited as products of the vacation schools of Chicago were cases made by the pupils for the insects and butterflies collected by them during their trips into the country. But the contents of the cases were of far more interest to the children than the boxes were; albeit, they had made the latter *themselves*. Few things appeal to young and old as much as does growth or the unfolding of life in plant and animal; and the teacher who sets her class to studying plants and insects is pretty sure to capture and tame the most recalcitrant pupil. We have seen a whole school intensely interested in an ice-plant, with its curious exudation of transparent gum—so refreshing to look upon on a hot day. Permission to water the plant was granted each day as a reward of merit, and at the close of the term each pupil triumphantly bore home to his skeptical parents part of a leaf in proof of the marvels he had related.

So, too, watching for a larva to complete its period of feeding, to turn into a chrysalis, and to hatch into a beautiful moth quickens the pace to school in the morning and fills the tedious hours with anticipation. Interest the children in these things, and you have given them an inexhaustible field of research, and a perennial source of pleasure.

"Who knows the joy a bird knows,
When it goes fleetly?
Who knows the joy a flower knows,
When it blows sweetly?
Bird wing and flower stem,
Break them who would?
Bird wing and flower stem,
Make them who could?

Is lock-step promotion the right kind? Out of a class of 228 pupils completing eighth grade work in Seattle on the "Shearer plan," *i. e.*, promoting any day when the pupil is fitted—thirty-one in six years, seventy-eight in seven years, seventy in eight years, nineteen in nine years, eight in ten years, and two in eleven years.

While there is possibly great danger of confusion under the Shearer system, it would manifestly be impossible for the 228 to do the work equally well in the eight years.

AT the meeting of the National Educational Association in Washington a movement was set on foot for the establishment of a National University at the Capitol. Fifteen prominent educators and business men are to be appointed as a committee to report upon the scope and aim of the proposed university, and Dr. Butler, President Harper, President Draper and Superintendent Dougherty are already on the list, which will, of course, include Dr. Harris, United States Commissioner of Education. With its congressional sessions, its libraries and museums, Washington affords superior facilities to students of Civics, Ethnology, and all matters pertaining to the national life.

ONE of the most pleasant features of the vacation schools is the occasional excursion or summer outing. The writer recently had the privilege of standing at the dock one bright morning while 1,000 children of the vacation schools were being loaded for a trip to Milwaukee and return.

"What if dis boat should flop over?"

"Aw, can't youse see she's built like a w'ale? She can't flop."

"Teacher won't let me get drownded, anyway, will you, teacher?"

These and several thousand similiar remarks were made on the decks of the Christopher Columbus as the big boat left her moorings. No debarkation was made at the other

end of trip, as those in charge of the outing feared they would be unable to round up the youngsters after they had once been turned loose in a strange city. The course of the whaleback lay close inshore all during the excursion, and tots were given practical illustration of what they had seen in their geographies every foot of the way. Sketches were made by the teachers and some of the older scholars, and much interest was taken in viewing the sights on shore through glasses.

Prof. Watt of the Graham school was there at the head of his brass band composed of boy and girl musicians, and the little folk were treated to patriotic airs all during the voyage. Supt. O. J. Milliken, who is at the head of the vacation school system, was the busiest man on the boat, not excepting the lowly stokers in the hold.

"CHILD-STUDY is merely a fad," say some of the school journals. It is unquestionably a fad with some individuals and with some fond parents it assumes a form which may be called the apothesis of puerility; *i. e.*, every possible weakness or vice of the child is excused on account of his youth or his physical condition. The child must not be corrected, say they, for insolence or teasing, because he is nervous; he must not be required to do any work, mental or manual, because he has no taste for it. This is not Child-Study. It is child-pampering. Child-Study is an intelligent observation and investigation into the relationship between physical and mental conditions—a recognition of the fact that inherent qualities, environment, rapid growth, puberty, general health and many other elements enter into a pupil's capacity for study. But it may be objected that every parent and teacher knows this. Perhaps they do in a general way. Yet parents and teachers are all the while expecting children to be ready for promotion at a specified time, and wondering why a bright child has suddenly become dull and laggard.

Parents know in a general way that serious illness calls for efficient medical treatment, yet how often intelligent parents, whose sole aim in life is to secure the best good of their offspring, summon a physician too late, because they have not noticed that the child was ailing, or have mistaken scarlet fever for an attack of biliousness, or deadly diphtheria for a slight cold. There is just as much need that those who have charge of the child's intellectual welfare should be able to recognize symptoms and diagnose the disease.

Almost any adult can teach the geography and the multiplication table, yet it has been found well worth while to read magazines and attend institutes to learn the best methods of teaching these things. Now if it is the part of wisdom to be constantly on the alert as to the best methods of preparing the grist for the mill, why should it not be considered equally wise to give a little thought to the mills which are to grind the grist—to recognize the fact that no two mills are alike, and no one mill exactly the same from day to day? Why should those who have for years advocated the necessity of magazines and institutes to convey information as to the amount of moisture to be applied to the grain, the material, size and shape of the measure which is to feed it to the mill and the frequency with which it is to be fed—why should they talk of fads and fakes because there are magazines and institutes to assist the millers in determining whether it is an unoiled piston, or a broken cog, or a defective sieve that is responsible for the unsatisfactory product?

The Intelligence recently gave expression to one of Brother Vaile's semi-occasional spasms in which the chief choreic movements consisted in making faces at those who carry out Child-Study investigations. These occasional seizures are not only harmless but also humorous, for in almost the same breath, *i. e.*, in the same issue of his paper, he commends Child-Study. The attitude of the editor of

Intelligence reminds one of the accounts of "Spanish victories" as bulletined for the edification of the Spanish populace in Madrid, ending with the assertion: "Spanish honor has been maintained."

ART AND THE CHILD.

The "Don'ts" in teaching should be for the teacher. Don't give definite rules to little children at first. Don't critizise very much, but do commend the good—the right position, the margin left clear; and, above all, praise the neatness and care. Let the little tots dig and scrub with the eraser. They enjoy it so much and it will not long please them; for soon they will notice that you do not preserve the scrubby papers. The fact of your preserving the excellent papers will generally be a motive productive of good results; but use other motives as well. When I stopped a careless class and said: "To-day we will send all our drawings to Charles, who is sick," the call came immediately: "Oh! can't we have new papers?" Certainly they had new papers to match their new hearts!—*H. B. Jacobs in Babyhood.*

WHY THE WATER WAS ADDED.

In a certain village school they were having a Scripture examination, the lesson being Elijah offering up a sacrifice on Mt. Carmel.

As the children looked good scholars, the inspector gave them a question, saying:

"Now, you have told me that Elijah put the bullock on the altar, why did he put water round the altar?"

The children looked amazed—except one little boy, who stood up and said:

"Please, sir, to make the gravy."

Sympathetic Maiden—"Why, Jimmie, you poor boy! Have you been fighting?" Jimmy—"No—I've been fought."—*Judy.*

EDUCATIONAL CURRENT.

THE following are some of the requisites of a good school director as gleaned from the opinions of various educators, published in the *Journal of Education:*

Courage to form an independent opinion, make a decision and stand by it.

Calm, level-headed, business common sense. Reasonable confidence in ability of superintendent and teacher to do the work for which they are employed. Not an average retired teacher. Too manly "to grind axes" at the expense of public interests.

A man who is successful in his own business.

A man who has a genuine interest in the school, as a school, and cares more for a good school than he does for low taxes.

A man who believes in the progress of modern education and is ready to change old methods for better ones.

A man who recognizes the fact that the true function of a school board is legislative, not executive, and will vote to give the superintendent or principal such executive powers as will enable him to make a strong school, or system of schools, working as a unit toward a definite end.

He should by all means not be an ex-teacher. A man who, on reaching the teacher's dead-line, was compelled to relinquish the profession, or even for other purposes, after the lapse of some years is apt to compare modern methods with his own antiquated system, and that prejudice is dangerously hostile to the best interests of the school.

The school director should be, above all, a man whose ground floor is furnished with sound common sense. If, in addition to this, his upper story has education for its furniture, he becomes of double value. Continued experience makes him more and more efficient.

What I most need in a school supervisor is common

sense and good judgment to distinguish between his duties and mine.

The Best of Reasons.

ONLY last week a first-grade teacher said to me: "It is so hard to do the nature-work; the children ask so many questions."

That is precisely why nature-work should be done. It interests the children and they gather facts readily. Sometimes the teacher also will learn facts which surprise her, and which may give her a cue in her work; as, for instance, that the big-faced dullard who can't learn mathematics and who is always playing truant has an enormous collection of birds'-eggs, and can name every leaf that can be given him; or that, on witnessing some simple experiments in chemistry, the troublesome boy who "just despises school" wants to "come to school forever if they teach such things in the higher grades." Give them Nature for a teacher and they are apt pupils.

The Greatest Need of the Country.

STATE SUPERINTENDENT BAXTER of New Jersey, says: "Better educational advantages are required to make our rural population more contented and their environments more attractive.

The products of the soil not only furnish our entire support, but constitute the basis of our national prosperity. Their cultivation, manufacture and distribution provide employment for more than three-fourths of our population. Foresight, judgment and personal culture are quite as much in place on the farm as in other pursuits, and intelligent, well-directed labor will always be the most remunerative. Through the schools and the influence of our teachers, both in and out of school, we should endeavor to correct the popular impression that only the most rudimentary education is required for agricultural pursuits; that learning unfits our youth to engage in them; and that it is quite unnecessary for them to spend much time in school, unless they purpose fit-

ting themselves for one of the so-called learned professions or wish to engage in some employment which they regard as more congenial and genteel. Views thus erroneous are adverse to progress and culture in the rural community, cause its youth to appear at a humiliating disadvantage when brought into contact with those who are urban-bred, early engender a dislike for country life and a desire to get away from it. Because of this feeling the attendance of many rural schools is greatly diminished, others are attended only by the children of the farmer's tenants, and some are closed, while the school boards of our cities and towns are finding it more and more difficult to provide adequate accommodations.

Our rural interests are so vitally important that it behooves us to furnish educational advantages that will promote their highest development and materially add to the attractions and advantages of rural life. Instruction is needed that will instill a love of nature, introduce more intelligence and culture into the rural home; that will beautify it and its surroundings, and thus bring city and country life into closer touch."

In every country neighborhood there should be debating schools and clubs for the study of literature and language. The misuse of our mother-tongue in rural districts is something appalling. It seems well-nigh impossible for a child to grow up in the country with a correct use of English. It must have been of the country that James H. Canfield says: "The child finds on every side, from the schoolhouse door until he reaches his bed, widowed nouns and disheveled adjectives and polygamous verbs and orphaned adverbs, and negatives married within the forbidden list of kin, and a general linguistic immorality and disorderliness that rises but little above barbarism."

On Ventilation of Schoolrooms.

A PAPER on ventilation of schoolrooms, by A. P. Marble of New York, closes with the following summary:

1. Most teachers know but little about ventilation, and they are not alone in this.

2. Red, white, and blue ribbons for ventilating vanes should hang and float above every schoolroom air-hole.

3. Aerology should be a study in the course of every normal school.

4. Natural ventilation is defective; but it must be used in a majority of schools, and it should be the best of its kind.

5. The exhaust system of fan ventilation should never be used alone.

6. The combined system of mechanical ventilation is the best now known.

7. As to a few details:

(1) In cold climates all schoolroom windows should be double.

(2) The ingress of fresh air should be at least eight feet from the floor; and, so far as possible, the current should be thrown against the ceiling and distributed.

(3) The exhaust should always be near the floor, if possible only six inches above.

(4) All registers should be upright—never in the floor.

(5) A current of air through a register at a velocity of one hundred or two hundred feet a minute will feel cold to the hand, though at a temperature of 90 degrees Fahrenheit. Hence—

(6) No child should sit within a yard of a ventilating register.

To which we would add:

And no teacher should be required to shut the windows of her schoolroom at the close of the session. At the suggestion of the janitor, directors have sometimes required this, and the result was that the children entered a stuffy, malodorous room each morning, to the detriment of health and temper.

Amen and Amen.

"SLATES should be banished from the school on account of their uncleanliness. As the slate is frequently cleaned with the spittle, and as the damp slate readily collects the dust of the room, the danger of transmitting disease in this way is very great.

"Pencils should never be collected and redistributed promiscuously, without first being sterilized by boiling or heating, or by a bath in formaldahyde gas."—*F. A. Mott on Contagious Diseases in School.*

Some Pertinent Suggestions.

IN a paper on Child-Study, read before the N. E. A. at Chattanogga, Reuben Post Halleck said:

"Child-Study has presented some old truths so definitely as to cause action in their direction. A perfect idea always has the motor element strongly developed.

"Child-Study has shown that the young child's most pronounced tendency is toward imitative action.

"A permanent modification in the nerve cell is usually the result of imitated actions, which will henceforth tend to become unconsciously persistent.

An oft-repeated movement makes, in the central nervous system, a path easily traversed.

"In short, well-worn brain-paths keep the current of action from finding new outlets. In other words, habitual actions are powerful inhibitors of movements which do not tend in the same direction as the old. Hence, youthful habits of the right kind should not be narrowed to one field. They should be like good roads which open up a fertile country in every direction. Too much specialization in early youth can only have bad cerebral results. A man may wish to use, in later life, chiefly the muscles of his arms, but he had better not neglect the early development of his entire body.

We have in actual schools two forces directly intended to counteract motor atrophy—the work in the kindergarten and in the manual training school.

First and foremost, Child-Study has shown that the strongest potential capacity is the capacity for action. If teachers reply that it needed no prophetic child-student to tell us this, the query must come sharp and quick: "Has your teaching been such as to develop or to throttle this capacity for action? Have you trained children to become men of action in a world of ceaseless struggle, or have you endeavored to paralyze their love of action by feeding them almost exclusively on what Shakespeare has termed 'the alms-basket of words?' There could have been no effective knowledge of these activities, unless they were ministered unto. The majority of teachers have to-day slight conception of this truth. If you know and love your vocation, feed the activities of your lambs."

I know of no better way to eliminate thoughtlessness, or the thoughtless person, than to set him to moving. Scratches, bruises and falls are powerful cultivators of thought. Movement means pain or death to the thoughtless. What stronger incentive to think can be given to children than to make them move? Since their most pronounced characteristic is movement, it is time that teachers utilized it more widely in training children to think. Verily, in spite of Child-Study, the adult loves to educate them in the most unnatural way. Let it not be forgotten that humanity, in its wonderful march from barbarism to civilization, was taught chiefly in the school of movement.

Observation of children has certainly contributed to the science of education something in regard to the teaching of morality. Such observation has shown that those who try to teach morality by mere word of mouth waste their efforts. Morality deals only with certain types of action. Where there is no action, there can be no morality. If the child cannot interpret moral lectures in terms of its own actions, the lectures might as well be given in a foreign tongue. The old type of Sunday-school book preached a good system of ethics, but it was without much result in moral action. If I might briefly define four-fifths of all the morality now taught

in schools, I should say that this school morality consisted in the eternal negation of action. Being good consists chiefly in not being bad. By parity of reasoning we may define boiling water as water which is not cold. How many teachers show children how to be moral on the active side and lead the way.

Education of the Deaf.

THE country is well to the front in providing ample facilities for the instruction of deaf-mutes. The Columbia institution at Washington for the deaf, dumb and blind, is a model of its kind, for not only is it the sole college in the world for the deaf, dumb and blind, but it is also the only institution where such individuals can acquire a complete education. There has recently been issued from the Volta bureau for the increase and diffusion of knowledge relating to the deaf a pamphlet containing the latest available statistical data in regard to the character of existing schools for the deaf, the methods employed in instruction, and other facts of special interest collected from all parts of the civilized world. It appears that the total number of schools for the deaf in different portions of the globe are five hundred and forty-six. In Africa, Asia and Australia there are seventeen, in Europe, four hundred and twenty; and in North and South America, one hundred and nine. Of the seventeen schools in Africa, Asia and Australia, seven are boarding, two day, four boarding and day and four unclassified. In Europe there are one hundred and fifty-two boarding, one hundred and thirty day,seventy-four boarding and day, and sixty-four unclassified. In North and South America there are sixty-two boarding,thirty-one day, twelve boarding and day, and four unclassified. In Great Britain the boarding-school system is the favorite one. In Germany the day-schools predominate. In the rest of Europe the boarding-schools contain about twice the number of pupils that are found in the day-schools, and the day and boarding about two hundred more pupils than the day-schools. In the United States the sys-

tem in vogue is almost wholly the boarding.—*New York Medical Record.*

The Man Who Thinks.

WORK done without thought is not worth doing. The man who does not think is more contented, but it is the contentment of vermin that fatten on the industry of others. Somebody thinks out everything that is done in the world. The greater the number of thinking men, the greater the freedom. The man who thinks is the sculptor, the man who does not thinks is merely a tool in the hands of him who does.—*Journal of Education.*

The "Intelligence" Gives This Advice.

AN excellent device for giving variety in written language is to read part of a story to the class, breaking off at some interesting point and directing the pupils to draw on their imagination to complete the tale. Each finishes the story according to his fancy, then the teacher reads the rest of the story. Sometimes a chapter or two may be read from an interesting book, the pupils to write a conclusion. This plan seldom fails to create a desire to read the book to see how it really does end.

Friday Afternoon Play.

I WILL tell of two plans of mine to meet the demand for "something new on Friday" which led to pleasing results in gaining much valuable information outside of our school text-books and which made the writing of compositions—that spectre that haunts so many schoolrooms—become a fascinating play.

The first was the establishment in our schoolroom of a postoffice, and we went about it in the regular way—chose a name for our proposed office, selected a person for the office of postmaster, drew up and signed our petition, installed our postmaster and wrote, posted and received our letters.

Of course all this occasioned much research for legal forms, etc., and as soon as that was disposed of we had interesting investigations about postal rates, rules and regulations, dead letters, and letters properly and improperly addressed, and the correct heading, address and conclusion, with their punctuation, of all common forms of letters. This, between our monthly literary afternoons, did not grow old during one term of school. The next term we established a monthly newspaper and learned how to write for the press, as well as what constitutes news, fiction, poetry, etc.—*Normal Instructor.*

Child-Study or Genetic Psychology?

"AT the recent meeting of the department of superintendents we heard Child-Study defined as genetic psychology. I like the tendency to restrict the term, but not the restriction. This new movement must mean more than developmental psychology. If Child-Study is but this, and not a kind of practical, every-day pedagogy as well, there is little room for it in the average home and school. If it is a movement for science alone and not also, in some aspect, a thing for the boy and girl studied, the busy parent and teacher will have little use for it as soon as they arrive at an understanding of the matter. If there is not something of value to be done by those who are not highly trained in scientific methods and who have not the superior opportunities for research found at some of our universities, the movement has been misdirected and multitudes are being misled.

Is not the definition limited too greatly in another respect? Is not Child-Study calling upon us to give more attention, and in an improved way, to the physical child? In other words, is not Child-Study as closely akin to genetic physiology as to genetic psychology? It has seemed to me that one of the greatest goods that is to issue inevitably out of all this newly born enthusiasm for the child is a higher feeling of our responsibilities as teachers and parents

to the child as an animal, a more extended knowledge of the right conditions of its normal health and growth, and a more practical wisdom in caring for it. Should we not have an educational physiology just as truly as we have an educational psychology?"—*Louis M. Galbreath in N. W. Monthly.*

In other words, is not one object of Child-Study to see that when a pupil is physically too dull and torpid to learn his lessons, exercise and liver tonic are prescribed instead of additional tasks; and that when he is irritable from adolescence, he is given valerian instead of whippings?

IN AN exceedingly interesting article by Milicent Shinn in the same publication we find the following: "We usually mean by the higher senses the two that have highly developed and differentiated peripheral organs—sight and hearing. It would seem that these organs should enable them to give so much more definite, complex, and discriminating reports of the outer world than other senses that they would necessarily far surpass all others in their contribution to our knowledge. But as a matter of fact the precision of hearing scarcely equals that of muscular sensation; its importance to our life is chiefly in connection with speech, and the cases of Laura Bridgeman, Helen Keller, and others, show that that touch and muscle sense may be made to take the place of sight and hearing quite well, while the reverse is hardly conceivable. Indeed, the eyes owe all their power of giving exact knowledge to co-operation with a very delicate muscular sensibility, as I have mentioned above; without this, sight could be no more than a vague sensibility to light and color. Dr. Le Conte has an ingenious classification of the senses, according to the refinement of the stimulus required, and the remoteness of its source; touch, taste, and smell require direct contact, solid, liquid, and gaseous, but with smell, perception of an object at a distance begins; with hearing, objects are first perceived by the indirect contact, so to speak, of vibrations, and the distance of perception is limited only by the energy of vibration and the ex-

tent of the terrestrial atmosphere; with sight, sensation is no longer terrestrial, but cosmical, and reaches us from illimitable space, through vibration of the most refined medium conceivable."

Speaking of the close association and interdependence of the senses—when the visual or the olfactory organs are unusually sensitive, the mind sometimes translates sound vibrations into the terms belonging to those senses. A certain lady residing in Chicago whose hearing is somewhat defective, but whose olfactories have always been abnormally acute, was accustomed in her childhood to announce the visitors who had been to the house in her absence by saying: "I smell Mary," "I smell Mrs. Jones." Being now a musical composer, she declares that different strains of music affect her as so many different odors of flowers. Of certain light and airy strains she would say: "Now I smell hepaticas," "now violets," etc. Of low or minor strains she would say: "Now I smell hyacinths," "now tuberoses." It is related of another musical composer that he says: "Now you are playing crimson, now purple," etc.

One of Miss Shinn's happy expressions in the article last mentioned is: "When we make allowance for the baby's entire absence of reticence in expressing his discomfort,—"

College for Teachers.

IT IS a rare convocation at the University of Chicago at which Dr. Harper does not announce generous gifts to that fortunate corporation. The twenty-fourth convocation was no exception to the rule, except, perhaps, in the purpose to which the principal benevolence is to be put. The gift was $25,000. The donor was Mrs. Emmons Blaine. The purpose for which this sum of money is to be used is to establish in the downtown district of Chicago a school for teachers. Rooms are to be rented, a special faculty appointed, with its own dean, and courses arranged covering the first two years of college work. Courses of instruction, consisting of four hours' work

a week for twelve weeks, each class meeting twice a week, each session lasting two hours. There will be twenty or more instructors, representing the departments of pedagogy, history, psychology, sociology, ancient and modern languages, mathematics, physics, chemistry, geology and biology.

The idea is Dr. Harper's own. That means that he will give it personal attention. That means that it will be a success. And it all means a great deal for the teachers, and through them, for the schools of Chicago.

A Good Scheme! But This One Beats It!

DR. HARPER'S idea is original, wisely benevolent and good in every particular. Here is a better one, and we are sorry there is even a possibility that it will miscarry. Down in Jefferson county, Illinois, lately died Jesse A. Dees. Mr. Dees came to Illinois from South Carolina a good many years ago and began life on a salary of $6 a month. By industry and frugality he accumulated a fortune of $80,000. He died childless. He left half his money to his nephews and nieces, and the remainder, $40,000, to the common schools of Jefferson county, as a perpetual endowment, interest only to be used for the benefit of the schools. Now his distant relatives want the court to annul the will, which we hope the court will not be able to find a lawful reason for doing. Such a benefaction ought to stand, for an example, if nothing more. The colleges are getting enough. Give the people's schools a chance.

Against Corporal Punishment.

WHERE do we get the right to assault a child of whose conduct we disprove? Legislation can give a parent no such authority, for the legislator's authority is only "to secure justice to all." Surely, to make an indignant person judge, jury and executioner, to have the little prisoner tried on the spot and anyhow, whether guilty or not, punished if he tries to

defend himself, is hardly "equal justice." We are driven back, then, to the arguments that it is necessary or that it is enjoined by religion—the familiar arguments of the fool and the fanatic.

To sum up the principles of education, we should appeal to the good in the little human breast, and we should abandon every kind of violence as being an infringment of human rights.—*Bolton Hall.*

Vacation Schools.

THE vacation schools and the public school playgrounds, under the board of Education of Manhattan and the Bronx, were opened July 6. These vacation schools were started and maintained successfuily for two years by the New York Association for improving the condition of the poor, as an object-lesson to the city, with the hope that the work would become a part of its public-school system. The public-school playgrounds are opened for the first time in New York. Experienced kindergartners and assistants have charge of the young children and girls, young college graduates of the boys. Sandpiles, some kindergarten materials, light gymnastic apparatus, and benches are provided. There are a supervisor and assistants, with officially recognized volunteer inspectors, representatives of the Outdoor Recreation League, to supervise the work, which is experimental in New York. For hours before the yards are opened the children stand waiting in the streets for the opportunity to enter. This movement of the Board of Education to provide educational and recreative opportunity for the children receives the warmest support from all classes of citizens.—*The Outlook.*

TOO LATE TO RETURN IT.

This is one of the yarns of childhood.

Six-year-old Tommie was sent by his eldest sister to the corner grocery to buy a pound of lump sugar. He

played allies on his way to the store, and by the time he arrived there he had forgotten what kind of sugar he was sent for. So he took home a pound of the granulated article. His eldest sister sent him back to the store to get lump sugar. After the proprietor of the grocery shop had made the change for the little lad he engaged Tommie in conversation.

"Tommie," said he, "I understand there is a new member of your family."

"Yes, sir," replied the kid; "I've got a little brother."

"Well, how do you like that, hey?" inquired the groceryman.

"Don't like it at all," said Tommie; "rather have a little sister."

"Then why don't you change him, Tommie?"

"Well, we would if we could; but I don't suppose we can. You see, we have used him four days now!"—*Washington Star.*

FELT HER RESPONSIBILITY.

"Dear me!" exclaimed the girl with pensive brown eyes and ink on her fingers, "I wish I had entered school a year sooner."

"What is the matter, dear?"

"Things are in such an unsettled state that I scarcely know what advice to give my country in my graduation essay."—*Washington Star.*

"I asked little Jim the difference between innertia and momentum."

"Did he know anything about it?"

"Yes; he said inertia is something that won't start, and momentum is something that won't stop."—*Detroit Free Press.*

Spain now knows what is meant by teaching the young American idea how to shoot.—*Chicago News.*

WORKINGS OF THE CHILD-MIND.

A little girl whose mother sometimes reproved her naughtiness by taking her up to her room and asking the Lord to forgive her and make her a better girl, had, on one occasion, been unusually bad, and as she was led up the stair she saw on the mother's face a look of stern determination which seemed to foretell something more trying to the feelings than prayer. Arrived at the top, and still seeing no signs of relenting, the child threw herself upon her knees, exclaiming: "Oh, Lord, if ever you wanted to help a little girl, now's your time."

Little Ned, knowing that people usually died in bed, asked: "Why do people die if they don't want to? I wouldn't lie down."

NOT UP TO DATE.

For some months little Ted had been praying for a bicycle as a birthday present. His parents purchased a tricycle and placed it in his room, listening to hear what he would say on awakening. His first exclamation, in a tone where reverence strove to conceal disgust, was: "Oh, Lord, is it so long since you've been on earth that you don't know the difference between a tricycle and a '98 bicycle?"

Two very small, very staunch little friends in sunbonnets set out for the lake a half-mile distant. They dared not take a direct route through the woods for fear of being lost, so they followed the border of marshes emptying into the lake. The way was swampy, and they took fast hold of hands, for they said, "If we keep tight hold and one should sink up to her chin that would pull the other up, and then the other could pull *her* out." This may not be exactly in accord-

ance with the action of gravitation, but there was philosophy in it, for a firm grasp upon tried and true friendship often saves us from being lost or mired.

Very few children have as much strength of mind as they have of don't mind.

Mother (to small boy who has been "playing Indian")—"Karl, what is the matter? You are pale as chalk. Have you been fighting again?"

Small Boy (weakly)—"Fighting, mother! Far from it. We have smoked peace-pipe after peace-pipe."—*Fliegende Blaetter.*

One mistake which is rather generally made in hand-work for little children is having them work on small objects. Of course the work must be adapted to their strength, but it should be work that requires large, free movements of the arms and body; not that which requires finger movements. Too much accuracy should not be insisted upon at first, owing to the imperfect co-ordination of the young child's hand and eye, but in time the child itself, judging its work by the fitness for the purpose for which it is made, will come to see the necessity of care and accuracy in measurement.

AN ANGEL.

"I am very much afraid that children are being spoiled nowadays," remarked an Allegheny man.

"No doubt some are, as has been the case always," replied his auditor; "but perhaps you have an illustration."

"Yes, I have. A lady I know called at a house which possesses one of these spoiled children. 'A little angel,' his parents call him, but everybody else regards him as a creature the direct opposite of an angel. During the call this

little angel kept snarling at the caller, and saying, 'Go away! I don't like you! Go away!'"

"Of course he was promptly and properly rebuked by his parents."

"He wasn't. His papa said to him, soothingly, 'Never mind, dear, the lady will go very soon.' She went."—*Pittsburg Chronicle Telegram.*

SAID BY CHILDREN.

A little four-year-old, upon seeing the first beams of the morning sun, exclaimed: "Oh, mamma! God's opened His door."

A child of two, having on several occasions had vaseline applied to some little burns, exclaimed to the cook, who was in dismay over some scorched pastry: "Oh, doe and det de dood vaseline."

"Why, papa," said Frances, who was looking at the album; "surely this isn't a picture of you?" "Yes," replied papa, "that is a picture of me when I was quite young." "Well," commented the little girl, "it doesn't look as much like you as you look now."

Papa—"Charley, please hand me that book on the table there." Charley (aged nine)—"There he is, papa." Papa—"No, my son; you should not say 'There he is,' but 'it is.' Charley—"Well, papa, it's a hymn book, isn't it?"

There is a curious mingling of the sacred and secular in the recitations of a certain youngster. On one occasion her mother suddenly discovered, during the evening devotions, that there had been a corruption of the text and that her small daughter was devoutly petitioning, "Kwe-ate in me a queen o' hearts, O God."

A little four-year-old occupied an upper berth in the sleeping-car. Awakening once in the middle of the night his mother asked him if he knew where he was. "Tourse I do," he replied. "I'm in the top drawer."

AMONG THE BOOKS.

First Book for Little Folks. By Rebecca S. Pollard. Western Publishing House. Chicago.

Teachers who have used the "Pollard Method," and propose to continue doing so, will welcome this little book. The chief claim of the Synthetic Method is that it furnishes the child with a process by which he can independently determine the pronunciation of words. There is no change of the general plan in this book, of course, but it is intended to contain all the text-book work necessary for pupils entering school for the first time. It follows the plan, and can be used with the "Pollard Manual," although some of the minor points are omitted. The book contains enough work for a year. Instead of marking the words in the text-book diacritically, it is suggested that the pupil use transparent paper on each page, first tracing a lesson, and then marking the tracing. This, the author suggests, is a double advantage, as it aids the child in learning to write and to draw. Vertical script is used.

Wheeler's Graded Studies in English. W. H. Wheeler & Co., publishers, Chicago. 192 pp. 40 cts.

There is no better book on English to place before the school child. The old-time book on English Grammar has been found to be full of shortcomings and it is largely because of the technical nature of such books that grammar has been the most difficult study to present to a class of average children. In the attractive book before us the author has presented both the theory of grammar in proper combination with the practical interpretation of some of our best specimens of literary English. Certainly the proper study of English must embrace a training to understand the best thoughts of others expressed in a finished form along with training in the expression of the child's own thoughts.

The book properly begins with the sentence as the unit of language, and from sentences of two words each the development proceeds gradually, with the explanation of each modifier as it is introduced, until the most complicated form of sentence has been properly presented and thoroughly understood. The book is prepared along the best

pedagogical lines. It is filled with a great number of choice literary selections. It abounds in fine art illustrations, principally reproductions from the world's great masterpieces. The book, in its mechanical make-up, is unusually good and with its handsome cover, clean typographical work, wide margins and excellent paper is a model. The book will have a wide sale, for its excellence from the pedagogical standpoint alone guarantees its success.

W. O. K.

Nature Study in the Elementary Schools, by Mrs. L. L. W. Wilson, Ph.D. Macmillan Co. New York and Chicago. 180 pp.

A charming supplementary reader along nature-study lines as coupled with myth-lore. The myths are retold in simple language and correlated with lessons in nature-study. Myth tales alone in some children occasion the active imagination to overreach itself, but when coupled with the elementary science work, which serves as an objective standard, they are safe and decidedly wholesome as mental food and stimulus. In no other book have we seen the two so successfully combined. W. O. K.

MAGAZINES.

The *American Monthly Review of Reviews* for August reviews the Santiago campaign by land and sea from start to finish. Winston Churchill, who wrote so acceptably on Admiral Dewey for the June *Review*, describes in this number the wonderful battle with Cervera's fleet, and his article is illustrated in part from Hemment's remarkable photographs of the Spanish ships taken the day after the fight. John A. Church, tormerly of the *Army and Navy Journal*, contributes a full account of the Santiago land-fighting, and his article also is illustrated from new photographs. Park Benjamin writes on the work cut out for the Eastern squadron under Commodore Watson. Altogether, the *Review* again shows its ability to keep well abreast of all important military and naval movements, and to exhibit a clean pair of heels to all its competitors in magazinedom.

Auntie—"Here is a good book, Willie."

Willie (suspiciously)—"Do you mean a book worth reading, or only a Sunday-school book?"

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The College has various departments of work. The Mothers' Department alone has numbered over four thousand members. The Annual Convocation of Mothers, held each Fall, numbers from three to five thousand in attendance. The fifth Convocation will be held during the coming Fall.

SEND FOR CURRICULUM. **COLLEGE RE-OPENS SEPT. 6, 1898.**

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THE CHILD-STUDY MONTHLY

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William O. Krohn
Alfred Bayliss

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CONTENTS FOR OCTOBER, 1898.

EDITORIAL, - - - - - - - - - - - 193

MINOR MENTAL ABNORMALITIES IN CHILDREN AS OCCASIONED BY CERTAIN ERRONEOUS SCHOOL METHODS,
William O. Krohn 201

A PLEA FOR THE OLD SCHOOL READER,
Augusta Betts Kortrecht 215

CHILDREN'S JOYS AND SORROWS, - - *Mabel F. Stryker* 217

CARE OF CHILDREN'S TEETH, - *G. M. Phelps, D. D. S.* 225

THE EDUCATIONAL CURRENT, - - - - - - - 234

WORKINGS OF THE CHILD-MIND, - - - - - - 245

AMONG THE BOOKS, - - - - - - - - - - 254

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The Child-Study Monthly

Vol. IV OCTOBER, 1898. No. 4

EDITORIAL.

Illiteracy in North Carolina.

IN a recent article in *The North Carolina* it was plainly stated that illiteracy is by far the greatest evil confronting that state. Certainly it is a very serious obstacle to the progress and prosperity of the southern commonwealth. The following are some of the facts in the case: With a population of more than 1,600,000, practically all of whom are of native birth, North Carolina has nearly half a million people over the age of ten who can neither read nor write, and a far larger number know little more than their letters and find the perusal of a book or newspaper a task of such difficulty that they never undertake it. Of the half-million illiterates at least 175,000 are white. The consequences of this condition of affairs are varied, and are not limited to those which directly follow the existence in the state of a large class sunk in deep ignorance. Those belonging to it are lamentably content with their own educational deficiencies, and to this more or less negative evil is added the positive one of suspicion directed against any persons who endeavor to bring about a change. When urged to provide better schools, they often reply: "What you say sounds all right, but there's something in it we cannot see; somebody has an ax to grind." Another remark often heard is: "I had to

get along the best I could without book-learning. I reckon my children can do the same. Taxes are too high now." About 250,000 of the illiterates are nominal church members, but, as they are debarred from any personal study of religious literature and have to depend on an occasional sermon for ideas and instruction, they become indifferent, or else grow fanatical on nonessentials in faith and creed. They, therefore, provide responsive material for Mormon missionaries, and religious vagaries of all kinds flourish, while intelligent and educated clergymen labor among them almost in vain. The writer of the article from which these facts are taken urges a combined attack by church and state upon this great mass of ignorance. He believes that schools for adults should be established like those which have proved successful in France.

Should Boys Fight? Yes.

RECENTLY while riding on the cars the writer overheard an anxious and worried mother tell her troubles to another. Her tale of woe was something like this:

"My boy had his first fight just as I was ready to come to meet you here, and I encouraged him in it, too. Now I'm all broken up, for perhaps I did wrong in telling him to defend himself. You know he is only seven, and the other boy was a good deal bigger; but my boy licked him," she added, proudly. "All the same, when the whole thing was over and I was driving down, I began to wonder whether children should or should not be allowed to strike back, and I'm free to confess that I am all at sea concerning this much-disputed question of the manly art of self-defense. Of course, no parents want their children to pick quarrels or to become involved in disgraceful squabbling, but after a boy goes to school he is at the mercy of any rough fellow who chooses to attack him, and then no mother or father wants to see their son take this bullying. Really, I think I'd almost rather have my son grow up to be a knave than a coward.

But still I'm afraid I fell short of one of the duties of motherhood when I called out to him to pound and pommel his antagonist with all his might awhile ago."

She seemed much relieved after delivering these "remarks" and I wanted to go to her and say: "My dear woman, you did just right." But I did not and ever since have felt that I missed a golden opportunity. I have, however, found out her address and I am going to send her a marked copy of this issue. The writer had just passed through just such an experience with his boy, an eight-year-old, and even against the boy's own inclination he was compelled to go and "trounce" his larger antagonist. He whipped him in a most creditable manner—had he not I would have felt disgraced for life.

The most cruel thing a parent can do is to bring his child up to be a coward, and, do you know, it makes a man's life a hard matter if he is a coward. Parents are, more often than not, responsible for cowardice in their children. I knew two brothers of whom everyone said: "They seem so brave, so manly, so courageous." The secret of it is, as I remember their school-days, that they were brought up to fight like Tartars. Their parents never interfered with them, and victors or vanquished, they never bore malice. To-day, they are the most loyal friends and most manly fellows I have ever known. And yet a mother must have a large amount of self-control who sits at a window and sees her boy fight like a fiend outside. Yet for the sake of her boy she should do this. Tenderly bandage his wounds, if he comes off second best, but ask no questions and give no advice. Such self-control is courageous, and once the boy catches up, he is all right. Show him that it is a contemptible thing to fight a boy smaller than himself, or to ask for more than his rights. On the other hand, he should know that it is just as cowardly as can be not to strike a boy who insults or bullies him, or impose on a boy younger than himself. Rather than have your boy a coward, dear mother, the next time he is involved in a righteous quarrel, stand over him and make

him fight it out, even at the risk of nervous prostration or hysteria.

Overcrowded Schools.

NOW that the school-year has again opened, in so many cities we find the old problem again confronting the various school-boards—"overcrowding in public schools." It is a sad commentary on any city that any of its future citizens—its children of to-day—should be deprived of school privileges. The situation in New York, as depicted in a recent published letter of William E. Curtis, is even worse than we imagined would possibly obtain in any of our cities.

The school-year opened in New York Monday with more than 20,000 children turned away because there is no room for them in the schoolhouses. There is no lack of saloons or theaters or eating-houses. There is beer enough in town to satisfy the thirst of the entire population. The theaters are crowded every night, even at $2 a seat, which is the ruling price for places in the parquet and orchestra circle this year, but the educational facilities of the city have not kept pace with the increase of children. The total number of those who applied for enrollment on Monday exceeds 395,000—225,000 on Manhattan Island, 140,000 in Brooklyn and 30,000 elsewhere. There are 5,200 teachers upon the payrolls and seating accommodations in the school buildings for about 375,000.

The Board of Education proposes to meet the emergency by two methods until new buildings can be erected. It will shorten the hours of attendance, have two sessions a day for the primary classes and rent the most convenient rooms possible for the upper grades.

Public Kindergarten.

THE United States Commissioner of Education has at last accomplished a purpose for which he has long been working and has induced Congress to make the kindergartens of Washington, D. C., a part of the public-school system.

Schools Rather Than Police Courts.

IT is to be hoped that the vacation school will soon become a part of the public-school system in all our large cities. The summer schools are not in the nature of continuous drudgery at the schoolroom desk during the sultry weather. They are a recreation which re-creates, a season of instructive play under the direction of intelligent leaders. In the poorer districts they are a great preventive of crime, and every thoughtful person knows that the purposes of law and order are subserved much more effectively and economically by educational than by penal institutions.

Bring the Parks into School.

AND our public parks are an adjunct of the vacation school.

Teachers take classes to them to study the different forms of leaves, the kinds of trees, flowers, birds, etc. Why should the parks not be made more useful in the regular schools? Flowers, leaves, plants and goldfish from the ponds might be sent to the various schools for use in nature-study, and teachers of botany might be allowed occasionally to get some of the rarer specimens of tropical blossoms, waste clippings and fading flowers being almost as good for students' use as fresh ones. In Berlin, flowers from the parks are gathered twice a week and sent to the schools; and in London teachers holding orders from the Board may be supplied on application with specimens required for teaching purposes.

Education in the United States.

THE annual report of Dr. Harris, Commissioner of Education, for the year ending June 30, 1898, has just been transmitted to Mr. Bliss, Secretary of the Interior. The report, indeed, shows the most satisfactory results. Among other things the following items of interest are found in this able state paper of Dr. Harris:

"One cause of congratulation on the part of those who hold the doctrine that popular education is the safeguard of

our American institutions is the continued prosperity of the elementary schools. The increase during the year 1896–97 amounted to 257,896 pupils over the previous year. The total enrolled in elementary schools amounted to 15,452,426 pupils. Adding to it those in colleges, universities, high schools and academies, the total number reached 16,255,093.

"The total amount of schooling received per individual, on an average, for the whole United States at the rate of school attendance for 1897, is nearly five years of 200 days each, and reaches quite seven years in a few of the states that are the most lavish in their expenditures for education. A little more than one-fifth of the entire population attended school at some time during the year.

"A still greater occasion for congratulation is the increase of students in colleges and universities. The increase has gone on steadily for twenty-five years. In 1872 only 590 persons in the million enrolled in those institutions. In 1897 the number had risen to 1,216 in the million."

A large portion of the report is devoted to statistics of education in the United States. During the year there were maintained in Alaska eighteen day-schools, with 1,216 pupils.

Spanish in the Public Schools? No.

THE proposition to have Spanish added to the already overburdened courses of study in our public schools is unworthy of very extended consideration. Only occasionally —or semi-occasionally would there be a single pupil who would derive any advantage therefrom. The proportion who would receive any practical benefit from it would be preposterously small. What mental training or culture could possibly attend the acquisition of Spanish that would not come with the prosecution of any other study? We have scarcely any Spanish-born citizens and the number of our children that will have business relations with people who speak and write only the Spanish language will be at most only the merest paucity. The expense of packing and twisting our

school courses for the sake of those who will "some time in the distant future" go to Cuba or Porto Rico, ought not to be charged to our overburdened common-school fund, especially since many children are entirely deprived of school privileges because there is not adequate school room. We are almost of the opinion that only the English branches should be taught out of the proceeds of taxing the people. Our creed is that it would be far better to have the English language better taught in all of our schools rather than to have Spanish taught in a few of them.

The new National University.

DR. CHARLES DE GARMO, the retiring president of the National Council of Education, has just announced the Committee of Fifteen authorized at the meeting of the council in Washington, D. C., on July 7, "to investigate the whole subject of the establishment of a national university and to report to the council at its next meeting."

The project for a national university has been so vigorously pushed of late that the council thought the time had come for an authoritative investigation of the subject and the presentation to the country of a report that would be influential in shaping public and legislative opinion. The committee is a strong one. It is not appointed to indorse or oppose any particular plan for a national university, and will take up the subject in a thoroughly unbiased and scientific manner.

The meetings of the committee will probably be held in Washington. The committee consists of the following:

President William R. Harper of the University of Chicago, chairman.

President Edwin A. Alderman of the University of North Carolina.

President James B. Angell of the University of Michigan.

Professor Nicholas Murray Butler of Columbia University.

President James H. Canfield of Ohio State University.

Dr. J. L. M. Curry of Washington, D. C., agent of the Peabody and Slater funds.

Superintendent Newton C. Dougherty of Peoria, Ill.
President Andrew S. Draper of the University of Illinois.
President Charles W. Eliot of Harvard University.
Professor Edmund J. James of the University of Chicago.
Superintendent William H. Maxwell of New York, N. Y.
Professor Bernard J. Moses of the University of California.
President J. G. Schurman of Cornell University.
Superintendent F. Louis Soldan of St. Louis, Mo.
President William L. Wilson of Washington and Lee University.

This is an excellent committee, but we think a great mistake was made in not including the name of Dr. W. T. Harris, United States Commissioner of Education, than whom no one is better fitted for solving such problems as will naturally come before this committee. The purpose of the committee is to investigate all action that may be taken upon the question either by Congress or other agents of the government. It will also be expected to make suggestions in those lines which only educators of experience are able to deal with. The committee is to report next July to the National Council of the National Educational Association.

Get all the education you can. It is the safest investment, pays the highest interest, is most readily exchanged, never depreciates in value, never suffers from over-taxation, is never in danger of thieves, and never ends in a lawsuit to break the will after the owner's death.—*County Superintendent John Terhune, Hackensack, N.J.*

A traveling schoolhouse would be very attractive to the average schoolboy. There is one such in the United States. The Westinghouse Air-Brake Company gives instruction to railroad men in the use of the Westinghouse air-brake in a schoolhouse of three cars fitted with all appliances, and managed by competent instructors. In the eight years since its establishment this schoolhouse has traveled 55,000 miles and instructed 112,000 students.—*Journal of Education.*

MINOR MENTAL ABNORMALITIES IN CHILDREN AS OCCASIONED BY CERTAIN ERRONEOUS SCHOOL METHODS.*

MY discussion of this subject is based upon four distinct premises or propositions, each of which is a clearly proven and fully demonstrated truth—a fundamental principle—in some of the various particular sciences. It is not my purpose to endeavor to substantiate any particular theory of education. We are not trying to bring forth evidence in favor of any "fad" or "ism." It is an unwelcome fact, but a fact, nevertheless, that mental abnormalities do exist in school-children. To what is this seeming mental disintegration due? We know that in a large measure these mental abnormalities are the direct result of erroneous school methods—the logical attainment of a pseudo-education.

The present paper is not at all concerned with the physical ills of the child, many and serious as they are, due to improperly appointed schoolrooms. "Schoolroom diseases" do exist, and the fact that they do exist is a stigma that we should all hasten to eradicate. That a healthy, laughing, romping child entering our modern school may be doing so at the probable expense of health is a sad commentary upon our modern educational methods. Can you wonder that a parent sometimes hesitates to give his child to the modern school when he knows from observation that his dearly beloved offspring may come back to him at the end of a few years broken in health? Must the parent of today take along with the modern school, possessing, as it does, so much that is excellent, utilizing, as it does, so many of the best educational facts and forces—must he needs take also those factors that make against rather than

*Read at general session National Educational Association, Washington, D. C., July, 1898.

for the child's health? Can you criticise the parent for sometimes halting at the schoolroom door and repeating to himself the question: "What will it profit my child if he gain the whole world of knowledge and lose his own health?"

But in these latter days reforms are being made in regard to seating, ventilation, lighting and heating, as well as provision for exercise, recesses and recreations, all of which goes to show the steadily growing belief of parents, teachers and school officers in the dictum that "a ton of knowledge gained at the expense of a single ounce of health is far too dearly paid for." Our school-houses are being better builded, better equipped and better appointed, so that as time advances the physical child—his health—will be more and more conserved.

But the mental abnormalities of school-children, resulting from erroneous, misfit methods, have occupied the thought and evoked the sympathy of comparatively few, and for that reason I shall devote the entire time of this paper to the discussion of these mental abnormalities, their causes, and how they may be eradicated.

My first premise I take from the domain of the science of biology. It is the law of heredity, in which we all believe to a greater or less degree. I mean the law of heredity only in its more restricted, but fully established sense—namely, the acquired characteristics of the parent are not transmitted to the child. A strong belief in heredity has become so general and so widespread that the direct results of descent are looked for with supreme confidence. The good parent is supposed to have a good child, and the brilliant parent, a brilliant child. Yet this is too sweeping, for goodness and brilliancy are qualities purely functional and not structural. They are the results of friction, struggle, social conditions, environment. The question of the underlying physical structure of the child is quite different. Bone, muscle, nerve, in their distribution are governed largely by heredity. But there is a difference between

natural inheritance of structure and artificial acquirements. The father may be deaf and the mother a deaf-mute, but the child of these parents will have normal hearing and speech. I have made personal observation of one family in which both parents were deaf, yet their five children are perfectly normal as to hearing and speech. A man may have his nose pushed to one side and the woman he marries may have suffered the same deformity, and yet the children born to them will have perfectly straight noses. Both father and mother may be "star" mathematicians, the result of acquisition and study, but the children born to them may be unable to go beyond the "rule of three." Acquired characteristics are not transmitted. They are functional qualities rather than organic attributes. As Dr. Oppenheim says in his recent and most excellent book: "The doctrine of heredity, as commonly held, not only is falsely applied to human descents, but also renders the wisest and best efforts of training unnecessary and useless. For, if at birth the child's bodily and mental organization is complete, if the characteristics of parents are handed down to offspring, then there the matter ends. Every remarkable parent would have equally remarkable children, and every deficient person would curse his descendants with a like deficiency; work, training, striving after noble ideals would be useless and silly." All individual efforts at self-improvement would be worthless, every individual impulse would be incapable of realization, every endeavor of parent or teacher would be at an end. Not a single educational fact, not a single educational force but would fail of fruition.

But education is not a matter of such utter hopelessness. Pedagogical efforts are not doomed to such complete barrenness of results. To such a hopeless philosophy this world would be a dull blank and man little more than a grinning skull. If one really observes the laws of growth and mental development as they become actualized in every child he will see that there is a more wholesome,

roseate philosophy of education. Happily, then, the child does not grow according to some hard-and-fast rule that has been implanted in him before he was born. The old Calvinistic form of pedagogy, called by Darwin heredity, has given place to the counter-dogma of liberal-minded men. As Rousseau, who says: "Everything is good as it comes from the hands of the Creator; everything degenerates in the hands of man." While both of these dogmas are too extreme—both the old Calvinistic and the more recent liberalistic—the sum of the whole matter is that entirely too much dependence has been placed upon heredity in its commonly accepted significance. Parents and teachers educate the minds, train the bodies and develop the morals of the children under their care, "not so much by what their ancestors were but what they themselves do and think." In the meantime, in any case of mental abnormality in the child, the teacher will shift the blame on the parent and the parent in turn on the teacher, until finally, with their utter lack of co-operation, the psychopathically disposed child really becomes mentally disintegrated and quite degenerate.

In how far does the school help to develop mental and nervous abnormalities when they could and should be checked and obliterated; and how far does the school give rise to new evils that affect the mental power of the child—evils that would be entirely unnecessary were the courses of study, the daily programs and schoolroom methods more fitting and better adapted to the child? This vital question will be answered more fully after our other premises have been set forth. In light of the true conception of the doctrine of heredity we are warranted, however, in saying that we have usually taken too much for granted in believing that the child at six years of age, as he knocks at our schoolroom door, is more developed than is really the case. We certainly take too much for granted with reference to the knowledge possessed by the children we are called upon to educate. There is, in fact, next to nothing of real

educational value, the knowledge of which it is safe to assume at the beginning of school-life. The child does not inherit in any form the knowledge acquired by his parents, and we must proceed in his education by bringing into exercise all methods of appeal to the child's mind. We must be prepared to educate the whole child and not take for granted that a certain segment of the circle of his intellectual life has been measurably formed, fashioned or developed by heredity. We must so place our array of educational forces that every form of the brain activity may be aroused, and that appeal be made to every mental potency. If we take for granted that a certain parcel of knowledge is bestowed upon a child as an heirloom by his ancestors, we are creating a possibility for mental abnormalities to appear in the particular child thus partially neglected.

My second premise I take from the domain of genetic psychology. It is also a firmly established, clearly demonstrated principle—an ultimate fundamental truth in the science that has given it its being. This principle is: *Mental development in the child occurs by stages, by periods.* Just as the entire body is not growing at any one time, so all the mental powers are not unfolding and growing at the same time. In bodily development growth settles for awhile on one set of muscles, one set of organs, and then another and another until the entire body is developed. Likewise there is a nascent period for each mental faculty.

The first mental power to develop is sensation. At birth a child possesses but two senses—touch and temperature. They are the only windows of the soul open to receive the impressions that Mother Nature has to bestow upon him. A few hours after birth vision is added, then hearing, and after some days taste and smell, followed by the muscle and other senses in turn.

The second epoch in the mind's process of unfolding is the memory stage. This is the period when the child is characterized by a prodigious power of remembering detail. A single hearing of rhyme or rule, of song or catchy phrase,

is sufficient to insure its correct reproduction. We are all aware how much more difficult it is for us to commit rhymes or rules now than it was during our second or third year of school-life.

The third epoch is the period of the growth of the imagination. Children love to live in a world of make-believe; they love to play circus, church or school. How easy it is for the child to assume the role of Davy Crockett, Daniel Boone, Robinson Crusoe, or Buffalo Bill. During this period there is developed a mania which frequently occasions grave concern to parents. I refer to children's lies. Now, the lie of the child, it must be remembered, is by no means the same despicable moral offense as is the deceitful lie of the adult. It grows largely out of his desire to excite wonder. It is a bit of incipient research. He tries it, and, if it works, he tries it again; if not, he quits. But in these rovings of the imagination he is not attempting primarily to deceive.

The fourth period is characterized by the peculiar activity of the powers of judgment and comparison. This, in turn, by the period of curiosity. Curiosity must be properly developed. No child whose curiosity is throttled and starved will ever become a good reasoner. He must first ask questions and reasons of others in order to be able to ask questions and reasons of himself.

I have thus outlined the periods of mental development for the purpose of showing that a well-organized course of study must be in harmony with these processes of development in order to be successful. More depends upon the order of studies assigned than upon the contents of the studies themselves. You have heard of the experiment made some years ago by four teachers in the city of Paris, in the Lycee (the school for boys), who asked permission of the Minister of Education that each of them might give to his twenty-five pupils the same studies prescribed in the required course, but in a different order—an order believed by them to accord with the natural development of the boy's mind, rather than in the arbitrary order demanded by cast-iron

law. These boys completed all the required studies in this natural order in three and one-half years, instead of seven years, the time assigned for the completion of the course as regularly given in the Lycee. Upon examination they were found to be equally proficient mentally and above the average in physical development, as compared with those who had spent seven years in going over the same ground. As teachers we should have constant regard for the great principles of mental waste and mental economy. The course of study should fit the child; the child should not be jammed into an arbitrary curriculum, sustaining no relation to the natural order in which his powers of mind and body unfold.

In some of our schools seven or eight years are still devoted to the study of arithmetic; yet we know that all of arithmetic can be taught the child, and better taught, in the years between seven and one-half and ten. This is admirably done, to my personal knowledge, in at least one hundred and fifty schools, saving much time and energy, and making room for important studies which would otherwise be crowded out. Now we all know that the time to educate any mental capacity is the time at which that particular mental power is most rapidly growing. The time to educate memory is when memory is most rapidly developing; the time to educate the senses is when the senses are most alert—*i.e.*, when they are unfolding. We would not have "diseased imaginations" in our school-children if we would only properly cultivate the imagination when it is most rapidly growing. A host of mental abnormalities in school-children can be traced directly to the fact that the course of study is not formed to correspond to the child's various periods of mental development.

If, at any period of mental development, the proper mental food—the proper school study—is not given, then the mental faculty that would otherwise grow so rapidly and unfold so perfectly (had it been properly fed and exercised) will be stunted in its growth and in all probability atrophy and die, because of disuse. The child's whole mental devel-

opment will thus be impaired and a whole life of mental abnormalities will present themselves at a time too late for their complete eradication. Especially serious are the mental abnormalities which result from improper and insufficient training of the senses. All of the "raw material" of thought comes through the senses. All of the "raw material" acted upon by memory, imagination, judgment, comparison and reasoning is gained through sense-experiences. How important, then, is the training of the senses that contribute so much to the individual's weal or woe! It can be said without fear of successful contradiction that if the education of the senses is neglected all subsequent education will partake of a vagueness, haziness, insufficiency which will never admit of complete cure. From any sense-error any other conceivable error may arise. And yet, how many methods of instruction there are so inopportune and inefficient that they really dwarf the senses. Train the senses of the child and the rest of the mental development will almost take care of itself. The truly successful teacher is the sense-teacher, for she is not merely trying to impart knowledge but to also develop mental force. In cultivating the powers of sense of the pupil we accomplish four things for him, each one of which is vitally important:

1. We make his knowledge more accurate and clearly defined.

2. We make his knowledge more comprehensive and complete.

3. We develop his mental power.

4. We make his acquisition of knowledge pleasant and delightful because the natural order is followed—"first the blade, then the ear, then the full corn in the ear."

My third premise I take from the domain of abnormal psychology. It is this: The process of mental disintegration attacks the higher, more complicate and more recently developed faculties first, and the simplest and those earliest developed are the last to be affected. This premise requires but brief discussion for its application is at once seen. It

teaches us that when mental disintegration once sets in, it is the finest mental faculties that first fall prey. How serious, then, these minor abnormalities are from the beginning. They may not be observed and made certain of until terrible havoc has been wrought. Reason, both deductive and inductive, may have crumbled and fallen into decay and imagination, memory and the powers of sense be as perfect as aforetime. It is necessary to be constantly on the alert for even the minor mental abnormalities in children, so that mental disintegration of the highest mental faculties may not proceed too far before remedial measures are sought and applied. If the closest observation is not maintained in reference to pupils in whom minor mental abnormalities are even merely suspected, the loss may become irreparable.

Inasmuch as fatigue is the most common source of danger in this connection, close watch should be made for fatigue signs. Some important discoveries have been made with reference to fatigue and its influence upon mental and physical development. Fatigue is a physical poison, and bodily fatigue always induces mental fatigue. The nature of the chemical poison generated by fatigue has been investigated by the Russian chemist, Wedensky, as well as by Maggiori and Mosso, in Italy. Overstrain at school, by producing fatigue, may be the occasion of destruction and disintegration of bodily tissue and also cause serious and permanent mental defect. The best period of the entire day, both with respect to mental quickness and mental vigor, is between the hours of 8 and 10:15 o'clock in the morning; the worst is between 11 and 12 o'clock. The period between 1 and 2:30 o'clock in the afternoon is the third best, while that between 3 and 4 o'clock is second best. The heaviest school work should be assigned to the hours when the child's mind acts most vigorously and with the greatest quickness, and the lightest work should be so arranged as to come at the period of greatest mental depletion.

The teacher and parent should be especially observant with reference to "abnormal nerve-signs" as occasioned by fa-

tigue, misfit methods and inopportune studies. The more common abnormal nerve-signs that presage danger are disturbances of balance, twitching of hands and face, eye movements, postures of the head and hands, irritability, inattention, excitability. If the child slouches and shows no exact symmetry of balance, if the voice is of poor tone, if he cannot fix his eye well but looks about by moving the eyes and not the head, if there is a bagginess of the under lids of the eyes, if he is inattentive and devoid of interest in the usual school occupations, if his response in action is slow and uncertain, one may be assured that such a child is fatigued to the point of danger.

Again, since we know the order in which the mental faculties disintegrate (and we do) we may know how far the mental disintegration has proceeded. If reasoning only is affected, the child is not suffering as much from men tal abnormality as if the memory, judgment or imagination were diseased. His *mal* is not so deep-seated as it would be in the latter case. This is a point of much value, for if we know just how far the processes of mental disintegration have proceeded we know best what occupations and methods we are to employ in order to counteract the disease.

My fourth and last premise is taken from the province of physiological psychology. It is the principle of localization of brain function. By this we mean that not all parts of the brain surface respond to the same stimuli and give birth to the same kind of sensations. Neither are all parts of the brain cortex concerned in sending forth motor impulses of the same group or class. We know, for example, that an excitation of the nervous elements in the back part of the head give rise to visual sensations. It makes little difference whether they come through the eye or not—a slight mechanical jar at the back of the head is sufficient to cause one to see "stars." The brain-center concerned in moving the finger is entirely distinct and separate from the one concerned in moving the arm. The outer gray rind or cortex of the brain is therefore a very complex organ, or

rather, it is more like a very complicated keyboard, the responses coming in from those parts of the body that are in direct relation to certain specific forms of sensation. As Prof. Hering of Austria, says: "The different parts of the brain hemispheres are like a great toolbox with a countless variety of tools. Each single element of the cerebrum is a particular tool. Consciousness may be likened to an artisan whose tools gradually become so numerous, so various, so specialized that he has for every minutest detail of his work a tool that is especially adapted to perform just that precise kind of work very easily and accurately. If he loses one of his tools he still possesses a thousand tools with which to do the same work, though under great disadvantages both with reference to adaptability and the time involved. Should he happen to lose the use of this thousand also, he might retain hundreds with which to do the work still, but under greatly increased difficulty. He must needs have lost a very large number of his tools if certain actions become absolutely impossible, but the loss of a single tool is in every case just that much of a disadvantage." This quotation, translated from Hering, states very clearly the exact physical basis of education. If the child is to have full use of all the nerve-cells of his brain cortex, they must be developed—educated—by use, by activity. If they are not brought into action by occupation, sense experiences, mental employ, they atrophy.

Now, at birth, the child possesses all the brain cells it will ever have. Brain-cells do not proliferate after birth. If they are not exercised they entirely drop out of existence—they die. The problem before us is to educate the entire brain of the child—it is given him for that purpose. We can give him this complete education only when we approach him through every one of his avenues of sense and educate him into a wide range of motor activity. Life is growth. A brain-cell that does not grow is dead. A brain-cell cannot grow save through exercise and use. All the brain-cells can be made to grow only when the school and home environ-

ments of the child are such as to appeal in every possible way and with sufficient energy to arouse the child's many-sided activity. If a certain group of nerve-cells is uneducated, is allowed to die, then the child becomes mentally and nervously abnormal in just so far. Brain disorderliness is due more to onesidedness of methods of education than to any other possible cause.

Before closing I wish to make reference to certain specific cases: H— is a boy of fair complexion, ranks twenty-fourth in his class and is continually losing his hold on schoolwork. The signs of nervous exhaustion were over-mobility, (he was decidedly fidgety;) and fullness under each eye, indicating that he was a sufferer from headaches. These were the most noticeable though other "nerve-signs" were present. It would be a mistake to leave a weak boy like that to do nothing all day, merely waiting for him to grow stronger. Such children are especially in need of education and training—but *suited to their condition and capacity.* "A detailed study of abnormal nerve-signs in the child will give assistance of practical value to those in charge of nervous and delicate children. They will reveal certain points to be aimed at in physical training. A knowledge of the brain disorderliness indicated by the signs will give plain hints as to the form of mental disorderliness likely to be met with in the pupil." (1) For instance, wandering eye movements lead to inaccuracy in copying work and in arithmetic; children with twitching finger movements have spontaneous thoughts arising that lead to mental confusion and inaccurate answers to questions, also interfere seriously with memory. The child slow in all movements and slouching is apt to be dull in mental action until his posture, attitude and response are improved upon. "Want of facial expression, grinning, frowning, protrusion of the tongue, ill-balanced hand postures, want of motor control are all cardinal signs of brain-disorderliness." The parent and teacher

(1) (Francis Warner.)

must patiently labor to remove such abnormal nerve-signs and the brain-disorderliness corresponding. Closely observing the circumstances under which each of the given signs most frequently subsides one is enabled to carry on the best form of brain-training. Nature-study, in that it naturally calls all the child's mental powers into activity, is of much more value as a corrective and educative force than books alone. How "The Barefoot Boy" of Whittier is to be envied in this regard—

> Oh for boyhood's time of June,
> Crowding years in one brief moon,
> When all things I heard or saw,
> Me, their master, waited for.
> I was rich in flowers and trees,
> Humming-birds and honey-bees;
> For my sport the squirrel played,
> Plied the snouted mole his spade;
> For my taste the blackberry cone
> Purpled over hedge and stone;
> Laughed the brook for my delight
> Through the day and through the night;
> Whispering at the garden wall,
> Talked with me from fall to fall;
> Mine the sand-rimmed pickerel pond,
> Mine the walnut slopes beyond,
> Mine, on bending orchard trees,
> Apples of Hesperides!
> Still as my horizon grew,
> Larger grew my riches, too;
> All the world I saw or knew
> Seemed a complex Chinese toy,
> Fashioned for a barefoot boy!

By nature-study in the best sense, however, is not meant teaching science, but scientific teaching. I cannot refrain fram calling attention to the very considerable danger arising from home-study, especially in young children. In the so-called "study" at home the child becomes accustomed to certain irregularities of work that should never be cultivated. We should find out how much the child can do in a school-day; let the child do such work at school and let it

feel that it leaves the school as the business man would his desk—with the business of the day done and the satisfaction of well-deserved rest. Moreover, as Dr. Meyer has pointed out, "work at home creates that martyr-spirit with which the abnormally conscientious pupils pride themselves on having so much work to do and on having to avoid company and society; these children are craving for admiring sympathy and do this later in life to the disadvantage of those who live up to more rational and sanitary rules."

Further, I must say that I have never seen a case of brain-disorderliness that was not benefited by physical training. Evidence is available on this point from the comparison of a large number of pupils of schools with and without physical training. Physical training of the right sort, properly adapted to the child, tends to improve his brain-condition, either preventing or removing disorderliness in motor and in mental action, and promotes healthy activity in both connections. This is absolutely true of children well made in body, as well also of those in some slight degree below normal. A case in point: You may have in your school a child whose mental processes are slow and limited, though fairly accurate. You ask him a question. His answer is slow in coming. You can best quicken the mental processes of such a child by quickening the interaction of his eye, ear and hand by games of competition, such as baseball or tennis, where the action must be quick or failure result.

I have thus briefly considered some of the causes of nervous and mental abnormalities—how they could and should be checked. The school is not alone guilty, but only accessory. It is indeed distressing to the patriot and humanitarian to perceive how the mass of nervous evils, and at the same time mental and moral weaknesses and sins, increase in the people, and how many are followed by these abnormalities from the cradle to the grave.

WILLIAM O. KROHN.

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A PLEA FOR THE OLD SCHOOL READER.

ANY movement toward the reform or improvement of a usage is apt, at first, to be the swinging of the pendulum to the farthest opposite point, and it is only after trial of and failure in the change that a middle position is taken, with a combination of good from both extremes.

This has been the case with many of the new ideas of teaching versus the old, established systems; and in our zeal to break away from the dreadful grind and uninteresting toil which the old methods imposed, and to substitute entertaining methods which would interest and fascinate the child, we have let go some things which were better than those put into their places.

One of these was the old reader, which in many schools has been replaced by specially prepared editions of the classics, or by other continuous textbooks. These books are fine in themselves, but for several reasons they do not fill the need in the training of children which the reader did. In the school we have, for instance, fifty children to whom we teach reading; there are fifty varying tastes to cultivate; fifty different natures to which we must appeal. Now, the work of one writer, no matter how versatile he may be, cannot possibly combine the fire, the humor, the qualities of the essay, and the many other differing feelings which the reader offers in the shape of selections from all the best writers.

How many a boy has had his patriotism fired by "Emmet's Vindication," or by the old, much-abused, but ever-glorious "Friends, Romans, Countrymen." How many a girl has laughed and cried over dear, funny Jo and her sisters, inspired to read the book at home from the selections in the readers; and yet how tiresome and unfortunate for some children when "Julius Cæsar," even in the school edition, is the textbook; and how uninteresting for others when

"Little Women" occupies whole months of the school-year.

Then again, few children are fortunate enough to have their school session uninterrupted, and where a continuous text is used they must either lose the thread of the story and consequently all interest, or they must catch up alone, a thing which affords little pleasure to the average learner.

And surely, one of the functions of the reading-lesson is to impress on the plastic child-mind the noble and poetic sentiments expressed in the grand literature of our language. It is well for those sentiments to remain immovably fixed in the growing brain, and even that they remain in the very words of the writer. There are some half-hundred selections from our poets, dramatists and other writers which should be implanted early enough to become a part of the very walls and groundwork of the brain, and not left to be put in later as decorative, or even as useful furniture, because these latter are subject to change through failure of memory and the crowding out by newer things. The very rhythm and music of certain poems should have the power to carry strong men and busy, careworn women back to their school-days, so firmly interwoven with their memories and associations should they be.

We live, most of us, such prosaic, matter-of-fact lives. Let us try to put more feeling, more sentiment into the children—the sentiment of patriotism; a real love for native land not an explosive, much swaggering pride—the great sentiment and feeling for the beauties of simple things. Let us hold to some of the old usages which helped to make our mothers the women they were, and I firmly believe our children will be the better and happier for it.

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* * *

"Perhaps we would teach more wisely if we sometimes listened, if we encouraged the children to reveal themselves, if we called out the questions and perplexities of the unconventional soul."

CHILDREN'S JOYS AND SORROWS.

THE following article is based on a reading of 1,800 papers, written by the children of the Passaic Public Schools, on the following subjects: 1. Describe the happiest day in your life. Tell what it was and what made it so. 2. Tell all you can about the unhappiest day in your life.

These papers were the work of about 900 children from the third to the eighth years.

As the accounts of the happiest and unhappiest days are dependent upon the varied experiences of the children, it is very difficult from a reading of these papers to make any definite classification or to draw any positive conclusions as to children's joys or sorrows.

Certain thoughts are therefore suggested which, with more varied and extensive data might be much modified.

THE HAPPIEST DAY.

Class I: Christmas Days and birthdays, chosen because of gifts received at these times.

Jewelry, toys, books and sweetmeats seem to be the chief sources of the children's delight at such times. The incongruous element shows itself frequently and one is frequently found wondering why Santa Claus gave a gold ring to a child who could not go to school because she had no shoes to wear.

A great affection for Santa Claus is often manifested: "If I owned the world, I would give the world for him, and I hope he would stay with me forever," says one third-year pupil.

"Me and my brother came down and Santa Claus had been good, for our stockings was filled with pop-corn and we each had a grand, big book," says another.

The Christmas tree itself, with its candles and ornaments also takes a prominent place in the children's descriptions.

Class II: Pleasure expeditions, such as Sunday-school

excursions, picnics, parties, summer trips, etc. This class might be subdivided as follows: A. Enjoyment derived from going to some new place—the pleasure of new experiences. B. The fun derived from games, etc, which take place at such times.

The following quotations illustrate Class A: "It was the time I went to Newark. I seen great hills and when I came to my aunt's house it was one o'clock." "I went to New York on a train and then on a boat, and when I got there I seen great houses and then came the seashore, and I were looking at the great sea which came from Holland," writes a little Holland boy. "I went to Central Park and saw lions, bears and every kind of animal."

Sometimes it would seem to be the unusual event only which makes the impression: "I went with my father to New York, and when we got there it rained some very large drops and we had to take a car." "The time my hat blew out of the car window," is mentioned by another as the time of his greatest joy.

Illustrations of Class B: "We had such fun in the swing at Rolen Park!" "We played games all day and danced."

A careful reading will also show that some of the Christmas days and birthdays given as the happiest days might be put in this division, as the pleasure seems to be derived more from the parties, the fun, the unusual good time then from the actual gifts received.

"It was Fourth of July at Grandma's and at dinner we had ice cream and I shot off eight great big fire crackers and we put some in a barrel and one flew on the front step." In the above quotation we find a variety of reasons given. Another child of ten writes: "It was Hallow Eve and we dressed ourselves up and went to a lot of houses. One of us had on a stove-pipe hat and went first. The lady in the house did not know us and hollowed, 'Oh, oh, John!' and how we did laugh! And then we went home and the baby and Ethel did not know us either!"

In the following production from a young lady of seven

a question might be raised as to just what caused the happiness: "My happiest day was on Labor Day. I had fun in the country and I had a party. My aunt gave me ten cents and I spent it. It was my happiest day. I like the country. I had a present off my aunt. I had candy, nuts, cake and pie. My aunt is nice. I like her. It was nice in the country. I had turkey for my supper. My aunt is a good lady."

Sometimes the pleasure derived from gifts and the enjoyment of fun show themselves together: "Christmas and Fourth of July are my happiest days," writes one small boy, "because Christmas you get so many presents and Fourth of July you have such fun making a noise."

The majority of the "happiest days" are found in the classes mentioned. In the lower grades the pleasure from receiving gifts abounds. In the higher grades the love of fun shows to a greater extent.

The pleasure found in going to new places and seeing new sights shows itself to some degree in all the grades.

Apart from these classes of enjoyment, glimpses now and then are seen of the aesthetic nature of the child.

One boy, large, awkward and rarely showing any great signs of intelligence, writes: "To walk through the woods and to pick little violets all day long and to hear the birds sing is a happy day."

Sometimes the love of nature will show itself almost unconsciously. It will come out in describing a trip to the country where the birds, flowers and sunshine have evidently helped to make the day what it was.

Affection for animals is somewhat shown: "It was when I went back to my old home and I was so glad when I seen all the ducks and pigeons and could feed them."

Sometimes anticipated pleasure is spoken of—as looking forward to Christmas and birthday festivities, "My happiest day," writes a Holland boy, "was when I was coming to America on a steamship and I was looking and looking for America."

In comparing the work of the higher grades with those

of the lower grades a decided growth in expression of thought is found and a greater variety of enjoyment is noticed.

Football games and bicycle rides begin to take a very prominent place. Quite frequently an account is given of a happy day being the result of some unselfish act, or caused by other people's happiness. In one instance it seems to be the reaction after some great anxiety.

The influence of books and adults' conversation can be traced in some of the older children's writings. One girl of thirteen "was soon safely *esconced* in her little boat," and later, "sat in her room until midnight wrapped in a delicious reverie."

Now and then is found a somewhat poor attempt to moralize: "My happiest days are being spent now. How thankful I should be for the many pleasures bestowed upon me by my kind parents," and a few other somewhat hackneyed phrases.

Among the younger children is noticed a more complete happiness. A little seven-year-old girl speaks of her happiest day as "last Christmas when I had a candy cane and horse and I bought my brother a necktie and a story-book with my own money, and the cat had a saucer of fish and the dog a dish of milk and the snow-birds sung and played in the snow."

And when we read of the boy who "went to Roten Point with fifty cents and bought everything," and the seven-year-old little girl who says, "On that day I had all things I wish," we cannot help wishing they might never outgrow such easily satisfied desires!

The dates of these happiest days vary a great deal. In some cases instances are described as happening several years ago, but more frequently, especially among the younger children, the day described is a recent one.

UNHAPPIEST DAYS.

The unhappiest days might be divided into many classes. The most important of which are:

Class I: Sorrow caused by the death of some relative or friend. Very pathetic little stories and bits of great tragedies are told often by some of the youngest children. In many cases there can be detected a genuine sorrow for their loss. Sometimes, however, the mystery of it all, the unusual stillness in the house seems to be what has made the impression. "There was nothing to do but sit down and think," writes one boy when speaking of a death in the family. In a few instances only is the sorrow shown, not for the death itself but because it necessitated giving up some pleasure. "The day my aunt died," writes a girl in one of the higher grades, "was my unhappiest day because I could not go upon a picnic."

Sometimes it is the result of the death that causes the unhappiness. "It was after my father died that my unhappiest time came," says one, "for we grew poorer and poorer!"

Class II: Unhappiness arising from physical pain. This includes sickness, accidents and punishments. "To have to lie in bed all day and to hear the other children playing in the yard" is a frequent complaint showing the great desire for action. Curious diseases are discovered. "I had ammonia badly," "I was sick on the diphtheria," "It was when I had a heavy pain with the mumps and swelled and swelled." Frequently it is the disappointment in not being able to go to some party or entertainment that causes more grief than the actual physical pain. As to punishments mentioned in this class there seems to be a general feeling that they are deserved. It is often hard to decide whether it is the naughtiness or the punishment that causes the unhappiness.

Class III: Unhappiness arising from disappointments. Of course the causes of the disappointments are numerous. Some of these are closely allied to Class II, as the cause of the disappointment and part of the unhappiness is due to sickness. The weather seems to be responsible for many sad days. "It was a rainy Fourth of July and there was not a boy in the street!" "It rained because it knew I was going out," complains another. "It was when it was dark and a

terrible rain." Disappointment at Christmas time is often mentioned. "It was the Christmas I came down and did not get nothing." "I did not get no new doll." "I asked for a new pair of skates and did not get it," etc.

Class IV. Unhappiness caused by punishments not giving physical pain. These are comparatively few in number and are generally acknowledged to be just. "My mother kept me from the party because I did not obey her." "Instead of scolding me my mother never noticed me," etc.

In addition to the classes mentioned we find a small number of unhappy days to be the result of naughtiness in itself: "I was cross and everything went wrong." "Thoughts came to me against her and I was bad." A few cases occur showing very sensitive natures: "My best friend would not play with me and I felt so sorry." "The time I had to write on the board the first time;" and "Once when I had to speak a piece."

There are a few cases of unhappiness over the loss of pet animals, and a few instances given of fear of punishment:

"Thought I would be put in jail because I was with a boy who had some stolen money." "Lost some money and was afraid to go home without it," etc., etc.

In comparing the papers of the higher grades with those of the lower grades, in some instances, a remarkable lack of growth is seen. We find many third-year children showing genuine sorrow over the death of a friend while some pupils in the sixth or seventh year give as their greatest grief "a punctured tire," "a defeat at football," "the time my books fell in the mud."

Sometimes, however, a decided growth in feeling is seen. Sorrow because of leaving the old home, worry over a sick mother, etc. The dates of these unhappy days vary even more than those of the happiest days. The more serious matters often date four or five years back. When the cause of the unhappiness is very trivial, we naturally find the date to be very recent.

Would this seem to indicate that sorrow makes a deeper impression than joy or that the unhappy days, being so much less frequent than the happy days, are therefore remembered longer?

In the accounts of the unhappy days is often a turning from sorrowful to pleasant thoughts: "But after that we had a good time." "We soon had fun again, though." "But it was all over pretty soon and then I was happy."

Do we not all prefer to think of the happy times in our lives? Do we not all do better work when happy?

Briefly summing up what has already been mentioned, we find from a reading of these 1,800 papers:

1. *Happiest Days.*

(*a*) About 40 percent of the days are Christmas days and birthdays chosen because of gifts received at these times. (*b*) The majority of the younger children have chosen these days for this reason. (*c*) The pleasures of new experiences and the fun derived from parties, games, etc., are found to nearly equal each other, about 25 percent each. (*d*) The other 10 percent is found to be made up of various causes not easily classified.

2. *Unhappiest Days.*

(*a*) About 50 percent of the unhappiness comes from sorrow because of death. (*b*) The unhappiness coming from disappointment and from physical pain are so intermingled that it is difficult to separate them and together they form the next largest class—about 35 percent. (*c*) Naughtiness in itself and punishments not physical and other causes mentioned make up the other 10 percent.

The general tone of the papers is good. The enjoyments mentioned are harmless. The sorrows usually seem to be genuine and in cases of happiness arising from punishments, these punishments are usually acknowledged to be just. What conclusions can be drawn from a reading of these papers?

As already stated it would be impossible to make any positive assertions from a reading of only 1,800 papers.

Several questions for discussion and for further research are suggested, among which are the following:

1. What would be the choice of the average child of eight? A handsome present of some article (which he really wanted), a party with all the attractions of sweetmeats and games, or a trip to some new place, a chance to see many new sights?

2. What would be the choice of the average child of fourteen?

3. Would the death of parents or someone very near to them be considered by most children to be their greatest sorrow?

4. To what extent are children influenced in this matter by what they hear from older people regarding death?

5. When very trivial causes (as are found sometimes to be the case among the older children), is it due to lack of experience, lack of feeling or a kind of reticence on the part of the older child to conceal his deeper sorrow?

6. Which punishment would the average child dislike the more? That which caused physical pain or that which involved the giving up of some pleasure?

7. Why are the dates of the happy days usually more recent than the dates given for the unhappy days?

8. To what extent are the children influenced in writing these papers by the school environments, thus causing them to write what they think may please the reader instead of what they feel to be really true?

9. How can (*a*) the love for new experiences, (*b*) the desire for action, (*c*) the tendency to turn from sorrowful to pleasant thoughts be utilized in the schoolroom?

10. What other thoughts suggested by a study of children's "joys and sorrows" can be applied pedagogically?

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CARE OF CHILDREN'S TEETH.

THE subject assigned to me, if considered in all its relations, is far too extensive to be covered in a single paper, and especially such a one as this is expected to be. I am expected to speak of the hygiene of the teeth, but I shall also have something to say in a general way of the treatment of diseased conditions of the mouth. This being a class for the study of the child, I shall confine my remarks to a brief discussion of those conditions which tend to produce defective teeth, and more particularly concerning the care of the teeth after they are erupted and during early childhood.

In the order of development of the different organs of the body during fœtal life the teeth are among the earliest to take shape.

Calcification begins in the deciduous teeth long before the birth of the child, so that at the time of birth the crown —and by the crown I mean all that portion of the tooth which shows above the gum and is covered with enamel— of many of these teeth, and at six months, the crown of all deciduous or milk teeth are fully formed and lay embedded in the gum ready to be pushed through as growth goes on in the root below.

Calcification of the permanent set begins at birth, and with the exception of the wisdom teeth is completed by the eighth year. The period of calcification is the most critical in the development of the teeth, for it decides the general character and quality of the teeth which the child is to have. If this calcifying process goes on normally to completion without interruption, the permanent set of teeth will most likely be shapely, well formed, of good quality and will resist decay well. On the other hand, if this process is interfered with by diseased conditions affecting the child during this period, the teeth are apt to be poorly

shaped, the enamel not of sufficient density, their surfaces marked with pits and ridges and deep fissures, all of which make them an early and easy prey to dental caries.

The tooth-structure is different from all other tissues of the body, in that it has little or no recuperative power. The muscles and skin may be cut or torn and they soon heal; bones may be broken and they are soon as good as before; blood vessels may be destroyed and circulation re-established through other channels, but the enamel of the teeth, when once poorly formed, has not the power within itself to recuperate and build over, and when broken by accident or decay has no power to mend the damage done. How important, then, to give it every opportunity to build perfectly in the beginning!

The crowns of deciduous, or milk teeth, being fully formed at birth or soon after, it is not of course within the power of medicine or dentistry to change the character of these teeth, however defective in structure they may be after they have come through the gums and their defectiveness becomes apparent. So the fate of the baby's teeth, as far as the quality is concerned, is fixed before the baby is born; and whether this quality be good or bad the responsibility must rest with the mother more than with any other person or cause, for, while heredity has something to do with determining the quality of the teeth, maternal influences, working through the laws of nutrition, have much more. If parents wish their children to have good teeth they must bear healthy children, and in order to do this they must themselves be healthy. It is a strong reminder that the sins of the fathers are visited upon the children to see a baby three or four years old with every one of its twenty little teeth so badly decayed that all must be abandoned without an effort to save them. Yet it is no uncommon thing for just such cases to be presented at the dental office for treatment.

Calcification of the permanent teeth takes place during the first eight years of the child's life. Few children pass

through this period without suffering from some of the numerous diseases of childhood or undergoing a period of malnutrition more or less protracted. These diseases, if severe, are almost sure to leave their marks upon the teeth—the eruptive fevers, measles, scarlatina, chickenpox are especially apt to cause deep transverse ridges and furrows and pits in the enamel. Sometimes the cutting edge of the teeth will be found notched and the enamel poorly formed; these imperfections occur in that portion of the tooth which was undergoing calcification at the time the malady overtook the child. But more destructive to the teeth than these acute diseases are those prolonged attacks of innutrition caused by poor digestion or faulty assimilation or both. In extreme cases the child is pale, shows evidence of poor nutrition, sweats profusely, more noticeably about the head and neck, is fretful and peevish and is known as a troublesome baby. The fontanelles remain open larger than usual, the teeth are cut late, the bones become softened, sometimes leading to deformity through their inability to sustain the weight placed upon them. This condition is known to the medical profession as Rachitis, to the laity, as common Rickets. Fortunately Rachitis, in its deformity stage, is not common in this land of health and plenty, but it is very common in its early and intermediate stages, some medical authorities venturing the opinion that fully one-half of the children born become rachitic at some time during their early childhood. Usually these symptoms, apparently not serious, are passed by without receiving the attention they deserve. Medical advice is not sought—the child is relegated to that class known as fretful children in whom such symptoms would naturally be expected. So, with the advantages somewhat against them, they are left to shift for themselves, their only assistance to recovery being a constitution of greater or less vigor and good fortune. These happily, in most cases, prevail in the end and, after some weeks or months, the child is apparently well again. The bones are built up and gradually

regain their former strength. The recuperative process goes on in all the tissues of the body with the single exception of the teeth. These organs, which have suffered equally with the other bony structures, but which do not possess the recuperative power of ordinary bone tissue, do not take part in the general building-up process which is going on in the system. The defects formed by stunted growth do not repair, but remain as long as the tooth shall last as an evidence of the ravages that took place in the body years before.

These cases, if recognized and properly handled, are very amenable to treatment. If henceforth all such cases could receive the attention which they ought to receive, I am thoroughly convinced that the coming generation would show a marked increase of physical vigor, and that the future dentist would find much of his occupation gone. But as long as these cases are allowed to develop and progress unhindered—or, to go back to first causes, so long as cakes and puddings and pies and the like constitute so important a part of our diet, and the laws of digestion and nutrition are so universally unobserved, just so long will parents impart these frailties to their children, and so long will doctors and dentists find plenty to do.

The subject, it is true, belongs properly to the field of medicine, yet as the dentist so commonly meets and is obliged to cope with the consequences of these diseases, we feel justified in calling attention to them and urging a more careful treatment. It is gratifying to note that at the present time few subjects in medicine are receiving so much attention as infant-feeding and the causes and correction of defective nutrition during the early years of childhood.

So much for the causes of defective teeth. Some of these causes are beyond our power to remedy. Some of them, however, as I have endeavored to point out, may be forestalled and prevented from leaving their evil effects.

The question which I now wish to consider is, what care should the teeth receive after they have come through the

gums and have taken their place in the mouth? This question, as far as the adult is concerned, is fast solving itself. Most intelligent people realize the importance of keeping the teeth in good repair, and the number who give these organs the care which is due them is rapidly increasing every year. But this question in relation to the child's teeth seems not as well understood.

What care should be taken of the baby teeth to insure their preservation until they are cast off by nature to make room for the permanent set, or should we withhold such care and permit nature to deal with them as she will? This seems to be a debatable question in the minds of many parents. It is a question of very great importance, for it not only involves the comfort and welfare of the child during the time which the baby teeth are to remain in the mouth, but it has much to do with the shapeliness and regularity of the permanent teeth.

There are at least two good reasons why baby teeth should be kept in as good repair as possible and retained in the mouth until lost in the natural manner.

First.—It is a well-known fact that the mortality during the first decade of life is greater beyond all comparison than that of any subsequent like period. A very large proportion of the ills of a lifetime is allotted to childhood—and almost, if not quite, one-half these ailments are derangements of the digestive apparatus. It follows, then, that if the thorough mastication of food is ever an important process in the preparation of food for assimilation, it is preeminently so during this period in which the digestive organs are immature and supersensitive to the least abuse. Physiology teaches us that the mastication of foods is of the utmost importance, and that it cannot be neglected without putting extra burdens upon the stomach.

It is evident, therefore, that at no time of life are the teeth able to serve the general economy of the body so well as during childhood, and that it is due the child that every effort be made to keep them in such repair that they

can do the work that nature intended they should do. Therefore, the temporary teeth should be filled whenever it is possible to do so. When it is not possible on account of the sensitiveness and timidity of the child, or in those cases in which decay begins so early and progresses so rapidly that any attempt at their preservation must evidently result in failure—and there are many such cases—the question then arises as to whether they shall be extracted or not.

Even in those cases in which for any reason it is found impossible to fill these teeth, they should still be left in the mouth, even though there be nothing but the roots remaining; provided, of course, they are not the cause of too much annoyance to the child. Good judgment will indicate how far this plan of management should be pursued. These crippled teeth still exercise the important duty of holding the space for the permanent tooth, when it shall take its proper place. All those who have had teeth removed, have observed how those back of the one extracted move forward and in time almost fill the vacant space. Now, in the case of the child, the permanent teeth need all the room that was occupied by their predecessors, and if the space allotted them is curtailed by the encroachment of neighboring teeth, made possible by the untimely removal of one or more baby teeth, when the time comes for their eruption, finding the space allotted to them already occupied, they become abnormally crowded together and forced out of place, resulting in permanent irregularity.

Neither should baby teeth be allowed to remain in the mouth beyond the time set by nature for their removal; even the root of one of these teeth is sufficient to crowd a permanent tooth entirely out of its place. Irregular teeth furnish a better lodgment for food and are more difficult to clean and hence are more likely to decay than those that are symmetrically arranged; they also constitute a disfigurement which later in life becomes very annoying. True, such disfigurements can be corrected, but it is much easier to pre-

vent their occurrence. Nearly all irregularities are due to the too early or too late extraction of the temporary teeth —it pays to give attention to this subject.

As soon as the teeth are through the gums they should receive care enough to keep them clean. Cleanliness is not only godliness, and as a personal habit highly to be commended, but in this case means the preservation of the teeth as well. This attention should be given by the mother until the child is old enough to use the brush himself, and this does not mean that you should wait for eight or ten years to pass, but at three or four the child should be provided with a soft brush and be taught to use it properly; that is, to reach every part of the tooth that is possible to reach with a brush at least once a day. If he knows this, he will acquire an accomplishment that most grown people have not. But when all the parts which it is possible to reach with a brush have been cleansed, the teeth will not then be clean, for it is not possible to reach those surfaces which stand adjacent to neighboring teeth. These surfaces therefore are seldom if ever clean, and it is upon these surfaces that three-fourths of all decay begins. These much-neglected places can best be cleaned by passing a thread of dental floss, loosely twisted silk, between the teeth each time after the brush is used. The time and machinery required will no doubt present themselves as objections in the minds of some. Who of you do not devote enough time and attention to the finger nails to keep the marks of mourning respectably absent? This, of course, is necessary in polite society, for the finger nails are open to the inspection of companions. The teeth are no less subject to such inspection. In view, therefore, of the unsightliness of unclean teeth and the evil consequence which follow this neglect, who could say a toothbrush and a spool of silk are too much machinery, or that three minutes a day is too much time to devote to the preservation of the teeth for beauty and usefulness? The care of teeth is largely a habit; this habit once learned, the child would no more think of going to school

without brushing his teeth than he would of going without washing his face or combing his hair. Teeth that are kept clean cannot decay. Decay does not begin within the tooth but always upon the surface. It is caused by a dissolving of the lime salts of the tooth, by the acid secretion of germs which find lodgment and sustenance in the accumulations of decaying food upon the teeth. If the surfaces of the teeth are kept clean the causes of decay cannot exist.

In conclusion I wish to speak of the sixth-year molar; not that it is a baby tooth, but because it is not, and yet is very commonly mistaken for such. The child has twenty temporary teeth, ten in each jaw, and no more. At six years he cuts a new tooth, which comes in back of all the temporary teeth—no tooth is shed to make room for it. This is the six-year molar, the largest and strongest, too, of the permanent set, and most useful when it is not lost prematurely. Of all the permanent set it is most liable to early decay; coming into place at so early an age, usually without complaint or discomfort on the part of the child, the mother, when her attention is called to it at all, is almost certain to look upon it as one of the baby teeth and without thought permit it to share their common neglect. Usually her first intimation that a serious mistake has been made comes when the child is presented to the dentist to have the troublesome tooth extracted and she is made aware that the tooth is not only a permanent one but the largest and strongest and most difficult of them all to extract.

The extraction of a molar tooth, under the best of circumstances, is a barbarous and painful operation. In the case of a child of tender years there is added a considerable danger of doing serious injury and a demoralizing effect which years do not eradicate; for no matter how well his mind may be prepared for the ordeal, he is almost always surprised and terrified and ever afterwards in his mind the dental chair is a veritable rack of torture. This tooth should be carefully watched and any decay should receive immediate attention. The simple operation of inserting a silver filling is pretty

certain to preserve the tooth and avert the really serious operation of having it extracted. If I could so emphasize what has been said about the sixth-year molar, so that no one present would ever hereafter mistake it for a temporary tooth, even if this paper made no other impression it would still serve a good purpose and be of no small benefit to at least a small portion of the juvenile world.

To recapitulate:

First. Any serious sickness during the first eight years of childhood, especially the eruptive fevers and disorders of nutrition, are very apt to have a disastrous effect upon the permanent teeth. If these diseases are properly treated so that their severity shall be modified and their duration shortened, these disastrous effects may in a great measure be averted.

Second. It is very important that the temporary teeth be kept in good repair until cast off in the natural way, in order that they may be preserved for use during that period in life when good teeth are most needed and the irregularities in the permanent set may be avoided. To this end they should be filled as soon as any decay appears and receive proper attention as to cleanliness.

Third. Irregularities in the permanent teeth are caused by too early extraction of the baby teeth or leaving them in the mouth beyond the time when they should naturally be lost. By proper management of the first teeth three-fourths of the irregularities of the permanent set may be avoided.

Fourth. Children should be early taught the habit of keeping the teeth clean. It not only prevents decay but it is also one of the choicest habits of personal neatness.

Fifth. The sixth-year molar is not a temporary tooth. It is the first double tooth of the permanent set. Parents should learn to recognize this tooth as a permanent tooth as soon as it comes through the gum and see to it that any decay appearing in it receives early attention.

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THE EDUCATIONAL CURRENT.

ON December, 31, 1895, C. B., there were in the five great *circuits* of Japan, 7,935,719 dwelling-houses, with a total population of 43,045,906. The total number of children of school age was 7,670,837 (4,054,578 boys and 3,616,259 girls). Of this number 587,689 were not under obligation to attend school, while 7,083,148 (3,755,028 boys and 3,328,120 girls) were. The school population of Japan is thus seen to be 13,194,940 less than that of the United States.

The teaching force numbered 73,182,—66,368 men and 6,814 women. This number exceeds the teaching force of the preceding year by 10,147. The grand total of pupils in elementary schools, 3,670,345, was an increase of 169,247 over the preceding year; while the number who completed the prescribed course of study was 20,566 in excess of 1894. The number of public schools was 26,328 (an increase of 2,661), and of private schools 1,879 (a decrease of 71). This shows that the public-school system is rapidly gaining ground.

There are 219 kindergartens, 47 normal schools, blind and dumb schools, universities and other schools.

The Tokyo Library had 151,787 volumes; 31,133 being European and 120,654 Japanese and Chinese. The number of visitors during the year was 69,913.

Here are facts sufficient to show how keenly alive Japan has become to her educational interests.—*Frank Kasson's compilation from the twenty-third report of education in Japan.*

How Can Any Abridgement Be a Wise One?

LATIN has been introduced into the seventh and eighth grades in the grammar schools of Chicago and the results obtained are most gratifying. The increased demand in Chicago for a Latin school finally led the authorities to put Latin in the grammar schools and make it an optional study instead of establish-

ing a separate Latin school, as in Boston. The Board of Education in Chicago concluded, for economical and other reasons, to make Latin a part of the grammar-school course in the seventh and eighth grades.

"There are," says Dr. Nightingale, "at present studying Latin in these schools 2,442 pupils. Of these 1,583 are in the seventh grade and 859 in the eighth grade. They have five recitation-periods, each of thirty minutes, although in a few schools, forty-five minutes are allowed."

The results of the experiment in Chicago are most satisfactory and fully confirm the opinions of all persons competent to judge. The importance of beginning to study languages at an early age cannot be overestimated. Our own conviction is that grammar schools throughout the country should follow Chicago's example. A wise abridgement of the course of study in the secondary schools would make room for Latin, and in every instance the pupil would be the gainer.—*American Journal of Education.*

On the same page of the same journal we find the following: "It fell to the writer's lot a few months ago to read a number of essays written for prizes in educational institutions in various parts of the country. With but few exceptions those essays showed immaturity of thought and crudeness of expression. A number of essays written by pupils in our state normal schools gave evidence of considerable reading and thought, but the style of composition was awkward and even slovenly. A batch of high-school essays revealed an alarming degree of ignorance of the art of writing. In a number of essays there was not a single well-constructed, clearly-conceived sentence. Punctuation was almost wholly absent. As to grammar and rhetoric, they were so bad as to cover up the little thought contained in the papers. Numerous letters received from students in our schools and colleges recently brought to the writer's attention the sad neglect of the art of composition in many of our institutions of learning. A reform should be instituted at once.

The practice of having pupils to write essays once or twice a month fully accounts for the unsatisfactory results attained. To write English with ease, accuracy, elegance and strength requires constant practice. Writing English in our schools and colleges has become a mere incident and not a daily habit. Even college graduates in our best institutions show a woeful lack in spelling and writing the mother-tongue with ease and elegance."

Then why not devote the precious moments of the grammar grades to the mother-tongue? Every child born in an English-speaking country has need of correct English every day and every hour of his life. Not one out of a thousand makes any practical use of Latin. Why not give the children *first* what they need *most?* Many of these same college graduates are painfully conscious of their deficiencies, and feel a lifelong regret that the prescribed curriculum abridged their drill in English rhetoric and composition for a four-years' course in dead languages. We have no objection to dead and living languages galore, from Sanskrit to Choctaw, but let us not be forced to make their acquaintance till we have been at least *introduced* to our mother-tongue.

Our present courses of study are arranged for the 10 per-cent who expect to take a higher education. Would it not be better to reverse this order and arrange our courses of study to satisfy the 90 percent who will not be able to enter the secondary schools nor the university?—*Professor Snyder.*

What is needed in our school work in teaching composition is less psychology and more practice; more of the method of the gymnasium, of the studio and of the laboratory—the method of learning to do a thing by doing it.

Of all the arts, that of writing well is certainly the most difficult. Fluency and good style are not fairy gifts, but are obtained only by the most strenuous labor.

But even practice in writing fails of the best results unless attended by another important factor that is recognized as an essential element in all good work—interest—an essential which, if it cannot be taught, can at least be cultivated.

Children should be led by easy stages to write of what they know absolutely and are interested in. No one can write well unless he writes for the purpose of expressing thought. One must have something to say and say it. A feeling of abiding disgust for composition as an accomplishment grows in the heart of a boy who is given dead or abstruse subjects to write upon. To get the best results the pupil should never be assigned abstract subjects, but rather should be assigned the subject in regard to which he knows the most and feels the keenest interest; concrete, live subjects of every-day experience, subjects such as will provoke the young person's enthusiasm and will therefore call forth all the resources of his vocabulary.

The composition should be brief, and at least one should be written each day throughout the first half of the period of secondary work.—*Professor Thatch at the National Educational Association.*

The Tool, or the Brain That Drives It?

ONE hears a great deal in our time of better education of the hand and eye. All right! But I wish we could always manage in this mere sharpening the edge of the tool—for it is nothing more—to give the boy or girl a deeper sense of who it is who is to use the tool. How great, how unmeasured, is the power of the boy or girl!—*Edward Everett Hale.*

Not on the Wane, Apparently.

THERE are eleven state organizations for Child-Study, sixty city associations, more than three hundred local clubs, and fifteen chairs in colleges and schools. It is no more welcomed by conservatives than was evolution when it first appeared. At last the human soul is being studied

genetically. It will eventually be the central theme in all departments. There can be no science or art of education without Child-Study as its central thought. The movement is already so great that it cannot be stayed by the hand of conservatism.—*President G. Stanley Hall, Clark University.*

Study, or Baby-Bonnets?

CULTIVATED society has its drawbacks. Certain evils are incident to the conditions of modern civilization. Germany found long ago that the eyesight of the children was suffering from the conditions incident to schoolroom study. That country was compelled to take measures to bring about a more intelligent attention to the lighting of her school-houses. The conditions in America are more favorable than in Germany. We have less dull, dark, and cloudy weather, and hence a greater quantity of light. The eyesight of our children ought to be good, and will be if proper attention is given to this subject. It is, however, the general complaint that long-continued study in school or college injures the eyesight. This need not be and ought not to be; moreover, it will not be if superintendents and others directly concerned will do their duty.

I have in mind a private school for boys between the ages of ten and twenty years. A new school-house was built, with due regard to the proper conditions of lighting. There were in the school from 200 to 250 boys. An eminent oculist made a record of the condition of the eyes of these pupils. Two years later he again examined the eyes of all then remaining who were in the school at the former examination. Two years after that he made a third examination. Here was an intervening period of four years, and this record showed that, with the exception of a few cases of astigmatism, the eyes of these boys were universally *in better condition* than at the beginning of this period. —*Dr. W. A. Mowry.*

THE percentage of increase in the number of spectacled people is quite as great among young children as it is among students in high schools and colleges. If one will walk along a city street and count the babies trundled in carts and the children even four and five years years old toddling along in the blinding glare of a hot summer sun with nothing whatever to shade their eyes, and nothing on their heads but one of those hideous little knitted-silk hoods, he will not wonder at the increase in weak eyes. The hood so much in vogue has nothing to recommend it. It is neither warm in winter nor cool in summer; it at no time affords the least protection to the eyes or face, and it is at all times unbecoming. Imagine a Kate Greenaway child in one of these ugly little skull-caps! We would not advocate a return to the Quaker sunbonnets of our grandmothers' days, but a jaunty little bonnet with a full wide frill at top graduating into a narrow one at the sides makes a pretty baby bewitching and preserves its eyesight.

Bad Air Makes Bad Eyes and Bad Tempers.

THE writer above quoted, in describing a model schoolroom, says: "There was an entire absence of swivel-blinds. Such blinds are very detrimental to the eyesight. They cannot be made so as to shut out all the sunlight, and the light being admitted through these cracks, crevices or interstices between the slats is painful and exceedingly injurious to the eyes. The windows had semi-opaque curtains of a drab or straw color, which, when drawn, shut out entirely the direct glare of the sun, but admitted sufficient light for purposes of study.

"To these conditions of light were added proper heating, efficient ventilation, and an abundance of pure air. Twenty-five square feet of flooring was allowed for each school-seat. That is, the floor contained 1,200 square feet, and the room had forty-eight seats. These conditions of a healthy atmosphere so directly affect the nerves and mental status

of the pupils as to produce no little influence upon the action of the delicate optic nerve.

"Mind and body react upon each other. Healthy, vigorous, successful study, mental acquirement and mental development, are exceedingly difficult in an overheated, vitiated atmosphere, and, may I add, with a nervous, irritable teacher presiding over the room. Moreover, this nervous, irritable condition of the teacher is very often directly induced by the foul atmosphere of the room, and, by a normal and healthful condition, might perhaps be entirely avoided."

And it is not the teacher alone who becomes irritable.

The Three Rs Not All of Education.

AT the annual meeting of the National Educational Association last year, one mother said: "You who have your frequent inspiring meetings, your finely edited educational journals, your specialists in every line, ready to aid you; who have had the training which precedes successful entrance upon the profession of the teacher—do you realize, when judging the failures of parents, the ignorance with which nearly all of them look into the faces of their first-born? When I realized that the knowledge I longed for when first I began to realize my responsibilities in guiding my own children had been stored in the minds of many of my teachers; when I realized that the learned professor who struggled to gain an entrance into my mind for algebraic problems might have told me of Frœbel and others, I am unreconciled to methods which withhold knowledge vital to life's responsibilities, and devote so much time to matters less essential in the education of the young."—*Edna M. White at Mothers' Congress.*

An Important Educational Factor.

NO insignificant part of the educational machinery of the country is the women's clubs which are yearly multiplying in number. These clubs do not restrict themselves to the topics usually

studied in our schools; they invade all departments of history, language, literature, civics, sociology, science, charity, and practical economics; they discuss kindergartens, nurseries, rescue homes, asylums, sanitariums, public schools, schools for defective children, cooking and sewing schools; art—from the sculptures of Greece and frescoes of Rome down to the decoration of modern homes, and the latest art-embroidery; the progress of civilization,—from the earliest Aryan migrations down to the peace commission at Paris; international law—even to such questions as whether a nation may seize goods contraband of war sailing under neutral flags to neutral ports, etc. In short, if there is anything under the heavens or on earth which they do not discuss, will some one kindly tell us what it is?

And it is no longer popular to ridicule the club woman. It has at last penetrated the skulls of the sterner sex that the woman's club is doing a great deal not only for the community, but for the home and for the woman and man in the home. It has thrown open the shutters, let in the sunlight, aired the linen, removed the smell of fried bacon, and swept down the cobwebs, actual and metaphysical, which used to encumber the walls. Men are finding that the new woman of the twentieth century is a more inspiring companion than the typical "old maid" of the eighteenth century, and they don't even sigh for the corkscrew curls.

A New Educational Problem.

WITH the success of the American arms in the struggle with Spain comes a very serious educational problem. It is apparent that to have anything like successful self-government in Cuba the inhabitants of that island must have their average of intelligence raised considerably beyond what it is now. This movement forward must first confine itself mainly to the large proportion of negro population. It should be the aim to give them more skill in the practical lines of industrial work, and it is worthy of note that Booker T. Washing-

ton of the Tuskegee Institute makes the first suggestion that offers help in handling this knotty problem. We quote from an exchange:

"Booker Washington offers to take young Cuban negroes of both sexes into the Tuskegee Institute and help in their Americanization if sufficient funds are provided. The annual cost for each student, a year's tuition and traveling expenses included, will, he says, not be over $150. The offer is practical and important, but without regard to the possible benefit to Cubans of the education to be obtained there, the small cost is worth noting because of its contrast to the expenses of students in the ordinary college. This difference is due in part, of course, to the fact that a simplicity of dress and manner of living is possible to Southern negroes that custom has made difficult for the students in other colleges to observe, but is owing chiefly to the fact that it is an industrial school in which the labor of each student produces a financial profit of which he reaps the benefit. The workshops of Tuskegee are on a commercial basis and the products go into the markets in competition with other manufactures. Philanthropic citizens who contemplate the establishment of training and industrial schools for young men and women without regard to their color will do well to take counsel with Professor Washington." —*The Inland Educator.*

If anyone appreciates how necessary to success in life is an education, it is Booker T. Washington, who, from being an unlettered slave in a floorless cabin, has worked his way through college and has become a prominent educator and one of the foremost orators of the country.

Literature Before the Alphabet.

WHATEVER the variations in detail, literature and nature-study should be the earliest and ever-present elements of any plan. From the hours that a child spends in his mother's arms, he should be brought into contact with the material

and the form of genuine literature—literature that means something. This does not mean Homer or Dante or Shakespeare, of course, but the fairy tales, the myths, and the nursery rhymes that are a part of the inheritance of the race. A boy ought to know a good deal of literature, to love it, and to have caught a bit of the literary spirit, if only by imitation, long before he knows by sight more than half the letters of the alphabet. From his first stumbling steps about the nursery he should be kept similarly in contact with nature in some form. Animals and growing plants should be his earliest teachers in nature-study, and when he first takes his seat in an organized school, a considerable number of the facts of nature should be familiar to him and he should be truly appreciative of them. To the query as to how this is possible, it may be bluntly answered that it is possible because it has been done and is being done all the time by intelligent and observant mothers.—*Nicholas Murray Butler.*

The Anti-Vaccinationists.

A REMARKABLE agitation in England against compulsory vaccinations has at last carried the day. The fight was a bitterly contested one all along the line. The vaccination act is now amended in such a way that parents who represent that they have conscientious scruples against the vaccination of their children are to have their own way. The agitation has been waged in England on two grounds. First is the ground that vaccination itself is a delusion and a snare, highly injurious to health and of no avail against smallpox. The other ground is that of personal liberty where conscientious scruples are involved. Perhaps the more fundamental truth lies in the fact that the progress of hygiene and sanitary science is rendering smallpox almost an extinct malady, so that the time is arriving when such special precautions as vaccination may be regarded as belonging to bygone times.—*American Review of Reviews.*

It is well known that diphtheria, tubercular consumption

and scrofula follow in the train of vaccination. To compel children in the sanitary districts of large cities to engraft blood poison, because the children in the sweat-shop districts may have smallpox, is an outrage, the attempted enforcement of which leads to much falsifying on the part of pupils, parents and physicians.

SAMPLES OF NOTES RECEIVED BY TEACHERS.

Miss —: Please excuse Jessie this afternoon, her mother is going away, for 1 hour. She cannot come to school this after noon is impossible for her to come it is absolute necessary. The children are very sick, and She is the oldest of 6 children and I can not send her all time especially washing days. Yourss Remain, Very Respectfully.

Teacher: Will you kindly return that kinif you took from my boy it belong to his father if you dont want to give it will you kindly tell me Why. Yours Truly,

Your son is absent. Is it with your permission? If not ill, please send him at once. TEACHER.

Miss —: I am sorry I cannot do nothing for you Thomas has been a very naughty boy this morning he got a good beating from his Pa and put to bed to spend the day I am very sorry to disopint you.

Miss —: i found it necessary to keep Exilda home this morning and when i do i dont entend to send to all the teachers in that school to ask them if i shall or not if i am not Mistaken i think she belongs to me if i need her i shall keep her home.

GENEROUS TO HIMSELF.

"Dickie, how did you happen to eat the whole pie?"

"Mamma, I played you wuz grandma, an' told me to take all I wanted."—*Boston Transcript.*

WORKINGS OF THE CHILD-MIND.

JACK'S POINT OF VIEW.

His little sister pouted:
"I think it was a shame
For you to get the scolding
When you were not to blame.
Why didn't someone tell them
The truth about the ball—
That Freddy Fearing threw it,
And it wasn't you at all?
But that's the way it always is;
It's just the same old song
When any mischief happens—
It's Jack who's in the wrong!
And other boys, I'm sure of it,
Are every bit as bad.
I'm sick of such injustice!
It makes me hopping mad!"

Jack kissed his little sister:
"Oh, don't you fret!" he said,
With a twinkle in his laughing eyes—
"And don't you peach on Fred.
I told the little beggar
(He was scared to death, you see,
When the ball went through the window)
To leave it all to me.
Nobody fibbed about it;
But the fellows ran away.
'Twas just the situation—
Somebody had to stay.
Of course I caught it heavy,
But, bless you! think what fun
For me to get a scolding
For a thing I hadn't done!"

—*St. Nicholas.*

* * *

For a little tot to speak:

"Here I stand all ragged and dirty.
If the boys come to kiss me, I'll run like a turkey."

GOD'S FLOWERS.

She had watched the garden with wistful eye,
  At her auntie's home one day,
And she craved to taken in her baby hand
The flowers so bright; but her aunt's command
  Put the pleasure away
From her reach. So she turned about,
And from the garden wandered out,
  Some other play to try.

With a satisfied heart this darling of ours
  Returned in a little time,
Her apron with dandelions filled. And I trow
No brighter are angels! Her face all aglow,
  She said with a look sublime:
"These, auntie, are God's flowers; I've many of such.
He never says: 'Hallie mustn't touch, mustn't touch.'
  I may have all I will of God's flowers!"

—*Irene Bailey in The Pansy.*

Little Sister.—"What is the difference between electricity and lightning?"

Little Brother.—"You don't have to pay anything for lightning."

Mother.—"Johnnie, stop using such dreadful language."

Johnnie.—"Well, mother, Shakespeare used it."

Mother.—"Then don't play with him. He's no fit companion for you."

TEACHING IN ALABAMA.

New Teacher from the University.—"Which of the young gentlemen in the class can give a sentence illustrative of the word of Latin origin, 'defense?'"

Erastus Junior Henry Clay Bryan.—"I kin, sah; 'When de dawg gits atter me I climbs over de fence.'"

Dear Editor:—Something so funny was said this morning in Kindergarten that I must tell you:

A new child, little Jane, was at a table with other little ones

making a chain. She daubed the mucilage over her fingers and consequently had not enough to finish her chain. Holding up her hands with soiled little fingers spread out, she exclaimed: "I want some more gravy." We have heard mucilage in Kindergarten called honey or preserve, but never "gravy."

It was in the Mission Sunday School and a new pupil just enticed in off the street was being examined.

"Who was the first man?"

"I don' know'm."

"Who was the oldest man?"

"I don' know'm."

"Who killed his brother?"

"I don' know'm."

And so it went on for some twenty questions, with always the same answer; the young teacher shook her head in despair. Finally she asked:

"Did you ever hear of Solomon?"

A ray of beaming intelligence spread over the little face and the child said eagerly:

"Oh, yessum, I know 'bout him. 'Solomon Grundy, born on Monday.'"

Little Eunice, aged five, does not like to be crowded. She wants plenty of room; and being an independent miss, she suits her prayers to her own peculiar needs. The other night she was heard fervently pleading: "Lord, forgive us our press ups as we forgive those who press up against us."

THE LESSON OF WAR.

Sunday-school Teacher.—"What is the lesson we are to draw from the war with Spain?"

Little Willie Wicklemeyer.—"They ain't no lesson in it fer us. We're teachin' Spain a lesson."

SAGINAW, Mich.

EDITORS CHILD-STUDY MONTHLY:

An amusing incident occurred in my room the other day, which throws light on the associations sometimes made by children. You may use it for publication if you desire.

In the fall we had a series of lessons on the spinning of the cocoon. When the first butterfly was reported, I asked in review: "Who can tell us where the butterflies come from?" J. answered promptly: "From the pickaninnies." At a loss to understand, I asked: "What do you mean?" "Oh, you know," she said, "those 'coons."

J. is six years old, one of the most sensible children in the room, and is quick to grasp any new idea presented. She comes from a well-to-do home, where much attention is given her. She cannot have misunderstood the lessons in the fall, for they were given objectively. In all probability she has, before that time or since, heard someone speak of "pickaninnies," often called here "coons," and made an association with cocoons because of the similarity of sound.

I. W. H.

THE NIGHT OF THE FLOWERS.

BY BLANCHE DEVINE.

Ah, how we love the summer gay,
Said some flowers one lovely day,
And we shall very sorry be
From these pleasures away to flee.

But mother nature soon will come
And tell us with it all we're done
That straight to bed we all must go,
For the sleep that is needed so.

And though it's dark we're not afraid
For by our nest where we all laid,
She watches with most tender care,
Until the night no more is there.

Then lovingly she bids us rise,
And open wide our sleepy eyes
To quickly dress and to array
In finest robes—for it is day.

Buffalo, N. Y.

HOW GOOD IT IS YOU LIVE WITH US.

FANNIE E. BOLTON.

A loving mother with her boys,
Shared all their sorrows and their joys.
A simple child of tenderer art,
A wiser child of larger heart,
She soothed and solaced, planned and played,
And of their days a joyance made.

At morn, her sweet kiss snapped their dream,
As tender as a sunny beam.
She wove the roses in her hair
Because they loved to see her fair.
Sleep wooed them while as yet her prayer
Made holy fragrance in the air.

As day by day her tender love
Was like the sunshine from above,
And like the misty, gentle shower,
And like the dew upon the flower,
The smiling angels wrote her down
As one deserving of a crown.

One twilight hour, the hour loved best,
She hugged her youngest to her breast,
And with the elder at her knee
She told them of Christ's ministry
That like a mother's is most mild
And woes a flower, and loves a child.

Softened, subdued a subtle sense
Of mother's love and consequence
Came o'er her children. Soft and slow
They stroked her hair and kissed her brow,
And said with tender, heart caress,
"How good it is you live with us."

Ah, if each mother found her joys
In caring for her girls and boys,
In opening up life's sweetest themes
Through the pure fountain of their dreams,
How many who are lost to-day
Would bless their mother's name, and say,
"God never gave a gift to bless
So rich as mother's tenderness."

Battle Creek, Mich.

A MOTHER.

BY MORGAN GROTH.

They had claimed their own, the silent years,
  One by one, as they fled,
Bloom and laughter, blushes and tears—
  Till the woman's youth was dead.

The spectral fingers of grief and pain
  Had been laid upon her face,
And, now, in the breast, where her youth had been,
  Was a ruin, an empty place.

The owl and the raven were there at night,
  And the serpent reared its head
In the moss-grown stones,
  Where, in gleaming white, gathered the ghosts of the dead.

Treasures of friendships stored away
  By the happy girl of old,
Were eaten with rust, and the hoarfrost lay
  On head and heart—she was old.

It was some dead mother's babe, at last
  That was laid in that withered breast,
But the key in the lock of the heart held fast
  From the little unwelcome guest.

Day by day on her heart it slept,
  And stole as the hours fled,
Through walls of stone to that dim place kept,
  Sacred unto the dead.

How beautiful has this woman grown,
  The cry of whose heart is stilled!
The mother heart hath at last its own,
  And the empty place is filled.

Ah, Lord, wilt thou keep for thy little one,
  These hearts that are not in vain,
And they will be warm when thou shalt call
  Their youth unto life again.

Most of all, we need to stir up ourselves. How shall we arouse and inspire the little ones, unless we go alive to them? For this we need health, strength, love, that they may draw life from us, and not miss the blessing and happiness of growth into higher life from day to day.—*Georgia Allison, President Pennsylvania Kindergarten Association.*

SCHOOLS IN SANTIAGO.

General Wood, our military governor at Santiago de Cuba, has struck the keynote in reorganizing the school system on the American plan. He has ordered first, that the salaries of the school commissioners shall be reduced; second, that the salaries of the school-teachers shall be increased; third, that the schools shall be non-sectarian; and fourth, that English shall be taught in all the schools. The schools at Santiago, it is reported, will be made ready for four thousand pupils in a few weeks. The reduction of the salaries of the commissioners will tend to secure men who will work for love rather than money. The increase of the pay of the teachers will invite a better class of men and women. The abolition of control by the church will remove what has been a baneful influence for centuries, and be a step toward religious freedom; and a knowledge of English will prepare the people for a participation in the most progressive life in the world. If General Wood's plan shall be extended over the entire island, there will be a new Cuba within the life of a generation—such an intelligent, enterprising Cuba as never before existed.

* * *

"The seal, once laid on pliant wax,
Stamps its own image, canceled never;
The teacher's lineaments of the soul
Their vivid impress leave forever.
Lay careful hand on head and heart,
While waits the youth at life's fair portal;
So shall your work in beauty wrought,
Be beauty, stamped with life immortal."

—*Samuel Francis Smith.*

* * *

STATE SUPERINTENDENTS' SALARIES.

The salaries of some of the state superintendents of public instruction are as follows: New York, $5,000; Illinois, $3,500; Pennsylvania, $4,000; New Jersey, Missouri, Rhode Island and Colorado, $3,000; Indiana, Kentucky, Minnesota, Montana, Texas, Washington, New Hampshire and New Mexico, $2,500.

AMONG THE BOOKS.

Rex Wayland's Fortune, or The Secret of the Thunderbird, by H. A. Stanley. Laird & Lee, Chicago.

Rex Wayland's Fortune is one of the best of the many excellent books issued by the enterprising firm of Laird & Lee. Its neat cover and gilt top will please the tidy housemaid, who execrates uncut leaves; its pure and lofty tone will please the parents of the household; its tender sentiment and charming descriptions of scenery will please the girls; and its thrilling tales of adventure will more than please the boys; for though all will enjoy it, it is pre-eminently a boy's book.

On reading the first chapter the carping critic is likely to say: "Yes, this is another of those books that seek to cram children with facts while pretending to amuse them;" and the critic might also say that a genuine, mother-loving boy of seventeen would hardly say, "that simple-minded little mother of mine;" but it must be an unfair critic indeed who does not speedily discover that the book is highly entertainment as well as instructive.

It is a wholesome, hearty story of life in the region of Puget Sound, and the description of the fauna and flora of grass-covered valley and snow-capped mountain, or lumber camps, bear and elk hunts, and all the thrilling incidents of the tale are made to cluster naturally around the central theme, which is the Indian tradition of the sacrifice old Chief Seattle made to the Thunderbird of a captive man and woman and their chests of treasure, and the subsequent finding of this treasure and the petrified corpses of the victims in the hot springs of an extinct crater on Mount Olympus. The characters are all good. Chief Seattle and his daughter Angeline, with their superstitious terror of the Thunderbird, Elias Parmele, prospector, with his Gibbon and Shakespeare in his pocket, old uncle Ichabod Benjamin Franklin Estus with his great heart, Rex, and his mother. The author is better at narrative than at dialogue. Especially in the Indian legends and in the pictures of the views from lofty summits his sentences flow smoothly and reveal his familiarity with and his love of the

country and its traditions. The situations are at times highly dramatic, as in the hairbreadth escapes from wounded animals and in the scene in the crater when the petrified bodies rise upright in the boiling water.

The author declares that his aim is "to make stronger the bond of affection and respect between mother and son everywhere." In the writing of the book he has fulfilled this purpose, and more; he has given us not only a picture of filial and maternal love, but of faithful and generous friendship and of devout and spontaneous religion as well. There is nothing of the "Now-dear-children,-be-good-and-you'll-be-happy-let-us-pray," tone about this religion. It is the kind of religion that appeals to the innate reverence of every healthy, hungry boy. How could a boy's heart be brought into closer touch with the Heart of the Universe than when he stands with Rex and the old prospector on the cloud-kissed top of Mt. Olympus, looking far to the northward toward Mt. Baker, southward toward Mt. Rainier, westward toward the rolling Pacific, upon a scene on which "probably not one human eye a year has rested since the world's creation,—a scene which has brought tears from strong men," and he hears the prospector saying: "Do ye wonder I love the mountains? Do ye think after seein' all this as we have this mornin', either one of us can ever believe there ain't no God? Why, boyee! hear his breath in the forests and among the crags about an' above us. Watch his sunshine spreadin' itself out across this reservoir. See the old eagle sailin' away yonder? Well, I'd ruther be him a-sailin' round over these knobs than ter be even an Astor or a Vanderbilt an' know' feel there was a God. I'd ruther be *myself*, an' drag these big feet round over these hills where I allus feel there is a God, than ter be one o' them skeptics what sets in cities and doubts everything. I'm allus happy when I'm up here, I am."

C. K. B.

Nature-Study by Months. By Arthur C. Boyden. Part I., For Elementary Grades. Boston and Chicago. New England Publishing Company. Boards. Illustrated. 106 pp. Price, 50 cents.

Mr. Boyden is thoroughly equipped for his work as the author of a book on teaching and studying nature. He has been a lover of nature in field, forest and garden from childhood. He is a scientist by instinct and education, a teacher

by inheritance, training and experience. He has made a book that focuses itself with equal skill for the scientist's admiration, the enthusiast's devotion and the teacher's necessities. It is made for school use, the substance of it having been used by the author in the normal school for some years, in the large training-school under his direction, by his student-teachers as they have gone to their various fields, and by an innumerable array of teachers, who have adopted his plan as printed in the *Journal of Education*, *American Primary Teacher* and *Modern Methods*. This book was put upon the market the last of June, and before the last of July a second edition was ordered.

Each month is treated by itself in a direct and confidential manner, as though he were telling an ambitious but puzzled teacher how to make the most of the revelations of the season. No one else has condensed so much that is helpful into the same space, omitting nothing that is important.

The Story of the English. By H. H. Guerber, author of "Story of the Romans," "Story of the Greeks," etc. Cloth, 12mo, 356 pages, illustrated. Price, 65 cents. American Book Company, New York, Cincinnati and Chicago.

In this book the author describes the leading events, characters, and places in English history in the form of stories or lessons suitable for school reading. Many incidents and anecdotes not included in larger works are interspersed with these stories, not only because they are interesting in themselves, but because they are so frequently used in art and literature that familiarity with them has become indispensable.

As a history the work is an admirable one for the young. It accomplishes that excellent double purpose of interesting and instructing at the same time. The principal object has been to make pupils so familiar with the prominent characters of English history that they shall henceforth seem like old acquaintances, and in addition, to use every device to make history so attractive to youthful minds as to arouse their enthusiasm and stimulate them to further study.

The dress and artistic features of the book are in keeping with its contents. It is embellished with colored maps and with numerous and beautiful illustrations by the best artists. These include many reproductions of famous paintings and historical portraits.

Child-Study of the Classics. By Grace Adele Pierce. Boston and Chicago. New England Publishing Company. Price 40 cents.

In "Child-Study of the Classics" we find a series of poetic tales in which are presented many of the familiar characters of ancient mythology. The tales are classified as follows: "Flower tales," in which are treated Flora, Narcissus, Hyacinthus, Clytie, Adonis, Proserpine, the Hamadryads, Naiads, and the Satyrs; "Star Tales"—Apollo, Diana, Orion, Ariadne, Great Bear and Little Bear; "Sea Tales,"—Neptune, Amphitrite, Bacchus, Glaucus, Halcyon Birds and Proteus; "Miscellaneous Tales"—Arachne, Tithonus, Medusa, Atlas, Pegasus, Pygmalion and King Midas.

That our pupils should be made acquainted with such imaginative literature as is found in the great storehouse of ancient mythology is no longer a point to be questioned; the thing, however, which has stood in the way of a direct presentation of such valuable material—material peculiarly adapted to the education of the child's imaginative faculty—has been its form, and this difficulty we believe has been happily overcome in this little book. We think that the author has struck the happy medium between the too pedantic and the too childish, and predict for the little book what it justly deserves, a widespread use.

MAGAZINES.

We were fond of the *Public School Journal*, edited by Geo. P. Brown, and feel a sense of loss that we shall see it no more. Hereafter it is to come in the guise of *Home and School Education* and though we welcome our new friend and see in it many of the features of the old, yet we have been friends with the *School Journal* so long that we can scarcely bring ourselves to "speed the parting guest" while we welcome the coming one.

THE OMAHA EXPOSITION.

When the World's Fair at Chicago ceased to exist, it was supposed that we should ne'er look upon its like again. However, the Transmississippi Exposition at Omaha has effectively reproduced in similarity all of the buildings which made the White City so attractive in 1893.

It does not now take weeks to wander through the grounds and structures and then be compelled to go away with a jumble of

ideas, for the Omaha Exposition people have profited by past experience, and have so improved the arrangement of exhibits that no more than two or three days of time need be consumed in admiration and inspection of the marvelous resources of the West, collected together in the chief city of Nebraska.

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THE DEWDROP AND THE ROSE.

BY BLANCHE DEVINE.

A dewdrop on a rose one night,
Pure and cool and ah, so bright,
Performed its mission on this earth
And vanished with the morning's birth.

"Ah," cried the rose, "do not go,
I need you longer here below."
"Nay," he said, "my work in done,
And my Maker bids me come."

Buffalo, N. Y.

Obedience should not be yielded to force, but be spontaneous; the child should grow into it day by day, every occasion adding the force of habit. Punishment is worse than useless if the child does not see the connection with the offense. You want the child to "help make himself mind;" train him to see the right and wrong, and act with reference to it; so he will grow at once in right-doing and happiness—for happiness is a growth, and comes of patience and self-control.—*Letitia Wilson.*

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THE CHILD-STUDY MONTHLY

Edited by
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MARJORIE

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CONTENTS FOR NOVEMBER, 1898.

EDITORIAL, - - - - - - - - - - - 257

LANGUAGE TEACHING FROM A CHILD-STUDY POINT OF VIEW, *Dr. Maximilian P. E. Groszmann* 266

A PRACTICAL PROBLEM FOR CHILD-STUDY, *Nina C. Vandewalker* 279

TOM, - - - - - - - - - - *Helen R. Wells* 284

INTEREST FROM THE CHILD-STUDY POINT OF VIEW, *E. W. Griffith* 285

"OUR LITTLE MEN AND LITTLE WOMEN," *Margaret E. Sansom* 288

THE EDUCATIONAL CURRENT, - - - - - - - 291

WORKINGS OF THE CHILD-MIND, - - - - - - 303

SCRAPS OF "HIGH-CHAIR" PHILOSOPHY, - - - - - 311

LITTLE TED'S LESSON, - - - - - - - - - 312

ANGLO-SAXON SUPERIORITY, - - - - - - - 314

WHILE THE HEART BEATS YOUNG, - *James Whitcomb Riley* 317

AMONG THE BOOKS, - - - - - - - - - - 318

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Vol. IV NOVEMBER, 1898. No. 5

EDITORIAL.

Dr. Groszmann's Article.

THE contribution in this number on "Language Teaching from a Child-Study Point of View," is the beginning of a series of articles on that subject from the gifted pen of Dr. Maximilian Groszmann, who was so long the superintendent and leading spirit of the Ethical Culture Schools of New York City. The reader can readily discern, from the article in this issue, the high character of this interesting investigation and study. Articles of such superior merit are indeed rare, and we are glad to give our subscribers the pleasure of reading such a careful exposition of the most burning school problem of to-day.

Physical Training—Shall It Be According to Bodily Weight or School Grade?

EVERYONE engaged in educational work is without doubt in favor of physical training. They agree with Huxley that "that man has had a liberal education who has been so trained in his youth that his body is the ready servant of his will and does with ease, pleasure and grace all the work of which it is capable."

But there is a conviction, and it is becoming quite general, that physical culture, so-called, as carried on in the majority of our schools does not accomplish all it should. As an educational factor, in so many instances, it fails of

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fruition. Systems of physical education do not exist in actual practice in our schools in the same complete sense as do other educational forces. There is a lack of completeness and efficiency about them as usually employed in actual public-school work.

Wherein lies the fault? The meager, unsatisfactory and even miserable results achieved in some quarters in this department of instruction are not primarily due to wrong conception of the problems of physical training, nor are they due to false construction and application of the theory of education in general. By those in a position to know, the Swedish system of gymnastics is pronounced orthodox and properly in harmony with correct educational ideals, and the writer knows that the German system of gymnastics, as expounded by the North American Gymnastic Union, for example, is practically without fault in its fundamental conception.

Our general thesis is that, at present, physical training is not regarded as systematic development, and that it can never become such in actuality until physical standards and requirements are insisted upon. Let me explain this. And in passing, let me say that no one more heartily endorses training the body into a skillful, ever-improving, coördinated mechanism than I do. I go further than this and say that I believe with all my mind and heart that the soundest morality and the best-ordered, most vigorous mentality can only exist where there is a sound, well-developed body as a physical basis.

If we go into the average gymnasium class of sixth, seventh, eighth grade or high-school children, we see before us boys and girls varying in age and size from the least to the greatest. Recently in a seventh-grade gymnasium class the writer saw fifty-two children whose widest difference in age was three years and eight months, whose widest difference in height was fifteen inches, whose widest difference in weight was forty-two pounds. Yet this entire class of fifty-two individuals, differing so variously in physical

development, as indicated by age, height and weight, were being taken through *the same set of physical exercises.* This sort of thing is an educational atrocity, and for this threefold reason:

1. Some of the children, about fifty-five percent of the class, were receiving real benefit from the exercises.

2. Others, amounting to thirty percent of the entire class, were receiving absolutely no benefit, while—

3. Still others—fifteen percent of the class—were certainly being injured by the exercises in which they were compelled to take part.

Every reader who has studied physical education at all systematically knows that there are certain physical exercises most beneficial at different ages. For example, we all know that, generally speaking, the period from 6 to 9 is a period when the exercises should be of such character as to incite growth by animating the organic activities, especially the breathing and the circulation of the blood. Every kind of severe straining of even a small number of muscles must be avoided to prevent the consumption of matter needed for growth and development. The exercises should largely consist of simple games of motion. At the period included between the ages of 9 and 14 there must be added those exercises that involve closer coördination, the cultivation of an easy carriage and a graceful walk; and in the latter third of this period, there must be the practice of skill. There must be during the first part of this period, tactics and calisthenics; during the second part, intricate ball games and games of alertness; later, there must be exercises of skill on apparatus. Height and weight are still better indices of appropriate physical exercises than age alone. A boy of ten who is 4½ feet high and weighs 80 pounds requires for his best physical development identically the same exercises as the boy of 11 with the same height and weight.

Now as to the practical side. Each physical training teacher can and should select his gymnastic classes according to height and weight of the pupils rather than according

to school grade. In nearly all of our city ward schools—in Boston, New York, Chicago or St. Louis—we have at least two or three rooms of eighth-grade pupils; likewise as to the other grades. Instead of taking fifty boys and girls, varying in height and weight, from the same room, let the gymnasium instructor take from the two or three rooms of a certain grade (to avoid clashing with the other school work) a class of boys or girls of about the same height and weight. The results would be so pre-eminently satisfactory and so easily and readily attained, that we would wonder how we ever thought of carrying on the physical education of our children, according to school-grade, in bat-like blindness, rather than according to physical standards and requirements.

"Are Evening Schools a Nuisance?"

DR. NICHOLAS MURRAY BUTLER seldom says the wrong thing. But he came near doing so when he recently pronounced night-schools a nuisance. Dr. Butler was certainly basing his sweeping assertion on a very limited range of observation, and surely did not speak as "one having authority," as he usually does, and does so well. He bases his denunciation on the experience in Berlin and Paris. His proposition does not hold at all in the light of experience in New York, Boston and Chicago.

We know that in Chicago the night-schools are a decided success; they are not a nuisance. The writer has carefully observed the work of these night-schools for the last six years, and he has seen the fifty-year-old Greek, Lithuanian or Italian struggle at the beginning to write his own name, as he never struggled to drive a bargain at his fruit-stand or over his sale of daily papers. No educational fact, and no educational force has ever accomplished more in the same number of hours, than the night-school.

I have seen these schools make it possible for the drudging American young man, engaged in the most

grinding manual labor, to take up some phase of professional life and win success in it. I have seen them transform the Italian from a veritable "Dago" into an American citizen. I have seen them prepare young men to enter colleges such as Harvard, Yale and Columbia, and enter in the first rank, too. I have seen these schools open the way for the ragged newsboy, the weary messenger-boy and the tired cash-girl to take up medicine, electrical engineering, the law and teaching. Young men, born in poverty and misery and want—young men who inherited boundless poverty and boundless health—rise *en masse* to refute Dr. Butler in saying, "The night-schools are a nuisance," in that they have risen in life and station so as to win real success. We wish, for his own sake, that Dr. Butler would more fully qualify and explain his unfortunate statement.

President McKinley and the Children.

NO CHARACTERISTIC of our President is more noteworthy than his tender regard for children. Mr. William E. Curtis, in writing of the President's visit to the Omaha Exposition, recently, marks this well when he reports that no child's hand was lifted toward the platform where the President stood that he did not stoop to grasp, and when they climbed upon the platform he patted their heads in an affectionate way.

There was a pretty incident at Omaha the other day. While he was passing through the Exposition buildings the crowd was lined up on either side and restrained by ropes. A little girl with tawny hair slipped under the rope in the Manufactures building and, before a policeman could catch her, she lisped: "Mr. McKinley, won't you please wear my rose in your buttonhole?" The president stopped and smiled, and said: "Certainly, my dear, I will exchange with you," and taking from the lapel of his coat the carnation that he always wears he gave it to the little maid and put the rose in its place. Then the procession of

cabinet ministers, diplomats, governors, senators, generals and other dignitaries, who were wondering at the cause of the interruption, was allowed to pass on.

"Training of Feeble Minds."

NO FEATURE of the National Educational Association was more interesting or was more instructive than the exhibits of the various schools for the defective classes. This work among deaf-mutes, blind and the feeble-minded, was illustrated in the exhibits at the Franklin School. And none of these exhibits and results of teaching is better than that which was made by the Haddonfield (N. J.) Training-school, and which shows so well the marvelous degree of progress made in methods of teaching and training the imbecile and feeble-minded. As noted in the Washington *Post*, the exhibit was in charge of Miss Williams. The showing she made clearly demonstrated the possibility of training feeble minds so that children who have been considered hopelessly weak from a mental standpoint are enabled to take their natural position in society.

The exhibition was made up of the products of the children who have been in the school for from one to two years. Plain boards have been carved into beautiful designs for doors, tables, clocks and all sorts of fancy woodwork. Miniature bedsteads, tables, and chairs were shown, while in girls' work were innumerable fancy pieces of sewing in the shape of pillow cases, mattresses and handkerchiefs, all with pretty designs, and executed in a manner that would do great credit to experienced workers. After Miss Williams had shown visitors through her exhibit, she explained the character of the Haddonfield Training-school.

"Over fifteen years ago Miss Marguerite Bancroft was a teacher in a public school in Philadelphia," said Miss Williams. "She came in contact during her time with many cases of feeble-minded children who, because of their in-

ability to keep up with the rest of the class, were dropped entirely from the school, and found they became discouraged and never afterward attempted to educate themselves, and their parents usually considered it useless. She conceived the idea of establishing a school for feeble-minded children, and just fourteen years ago she started the training-school in Haddonfield. She believes that it is necessary to devote a great deal of time to children who belong to the class which she is endeavoring to improve, and for that reason she never, at any time, under any circumstances, accepts more than fifteen pupils into her school. When the pupils do enter the school they remain there until they are mentally equal to children of their own age. They are brought right up in the school, and work and eat and sleep along with their instructors.

"Our first effort with a child is to teach it to concentrate its mind. When we have done that we have won half the battle. The way we do that is by putting it at manual work. A feeble-minded boy of ten years comes to our school. The very first thing we do is to place a saw in his hand and put him to sawing a block of wood; very frequently the child will drop the saw, not knowing enough to hold it with his hands, and we spend hours merely teaching him the necessity of hanging on to the saw. After a few weeks of this kind of work we find that the boy is able to concentrate his mind, and then we place him at fancy work. We teach him wood-carving, basket work, modeling in clay, drawing and painting. Following this we take up mental work, and the boy is given lessons in reading, writing, arithmetic, grammar, history and geography, and within three years he leaves the school capable of holding his own with any ordinary boy of his own age. We handle girls the same way, and girls are given saws just the same as boys, but when they progress we put them at needlework, and they become very proficient, as indicated in this exhibit."

Dr. Van Liew's Articles.

WE are glad to announce that in our next issue Dr. Van Liew's articles on the "Prevention of Minor Mental Abnormalities in Children" will be resumed. This series of translated articles from the German of Professor Trüper, constitute a contribution to real Child-Study and Pediatrics second to none.

The Illinois State Teachers' Association, Springfield, Dec. 27-29, 1898.

THERE will be no falling off in quality at the State Association in Illinois this year. Supt. Steele, of Galesburg; Miss Martha Buck, Carbondale; and Prof. David Felmley, Normal, are the executive committee, and they will announce addresses from Seth Low (if possible), Jas. H. Canfield and Hon. I. N. Phillips, of Bloomington, in a few days. This will so strongly reinforce the general program as to leave nothing to be desired. If the sections will be as prompt, the meeting will excel all predecessors in practical value and interest. The following is the

GENERAL PROGRAM—WEDNESDAY, DEC. 27.

9:00 a. m. Opening Exercises.

What Can the School Do to Improve Community Life?

1. What Can It Do for the People? John W. Cook, Pres. Illinois State Normal School, Normal. (40 min.)
2. What Can It Do for the Child? D. B. Parkinson, Pres. Illinois State Normal School, Carbondale. (40 min.)

Discussion opened by Enoch A. Gastman, Supt. of Schools, Decatur, Ill. (15 min.)

General Discussion. Each speaker limited to five minutes. Discussion closed.

E. Benjamin Andrews, Supt. of Schools, Chicago, Ill. (20 min.)

THURSDAY, DEC. 28.

9:00 a. m. Opening Exercises.

Culture Value of Reading.

1. School Reading as an Influence in the Growth of Character. Homer H. Kingsley, Supt. of Schools, Evanston, Ill. (30 min.)
2. The Public Library and How to Use It. Katharine L. Sharp, Director of Library School, University of Illinois, Champaign. (30 min.) M. A. Whitney, Supt. of Schools, Elgin. (20 min.)

3. How to Secure a Public Library in Small Towns and Rural Districts. Alfred Bayliss, Prin. Tp. High School, Streator. (30 min.)

Discussion opened by John Richeson, Supt. of Schools, East St. Louis.

Northern Illinois Teachers' Association.

AS we go to press the Northern Illinois Teachers' Association is assembling at LaSalle. The program is unusually rich and we extend our congratulations to the executive committee, consisting of Miss Cora M. Hamilton of Pontiac, Supt. F. M. Tracy of Kankakee and Supt. G. W. Andrew of LaSalle. Child-Study is given its usual exalted place at this meeting and at the Child-Study section Dr. Christopher of the Chicago Board of Education, Miss Alpiner of Kankakee schools, Mrs. Mary Codding Bourland of Pontiac, and Dr. Krohn of Hospital, will speak.

ILLINOIS.

Thou hast good excuse for blowing,
Illinois, Illinois.
Set thy loudest roosters crowing,
Illinois, Illinois,
O'er thy heroes' battle scars,
O'er the glory of thy tars,
When beneath the stripes and stars,
Illinois!

Floating in yon mighty river,
Illinois, Illinois,
See that warship—biggest ever!—
Illinois, Illinois.
When her guns begin to thunder
Let the whole world stand from under,
For they've named that naval wonder
Illinois!

G. T. Fletcher: "The responsibility for future citizenship depends quite as much upon the home as upon the school."

LANGUAGE-TEACHING FROM A CHILD-STUDY POINT OF VIEW.

GRAMMAR is elementary logic, as *Bain* has it. In an able article on the "History of English Grammar Teaching" (*Educational Review*, XII. 5), *Mr. F. A. Barbour* puts the same thought into the following words: "Grammatical analysis.....not only exemplifies etymological changes and the rules of syntax, but it is a critical investigation into the logical structure of sentences. It cannot be committed to memory; it is a direct exercise of all the logical faculties." That the English language, almost uninflected as it is, presents particular difficulties to one who is not well trained in logical reasoning, is also shown conclusively in the same article, and is a fact too well known to need further demonstration. "In Latin the *form* of a word is a direct aid to recognizing its function in the sentence. Now the mere fact that in English the pupil is obliged to get the meaning of the sentence from the order of the words, and from a logical insight into the content of thought with little or no aid from the form of the words—this very fact makes the study of English grammar a more abstract and difficult disciplinary subject than the grammar of any highly inflected speech." (*Barbour*, loc. cit.)

The difficulties appear to be highest when definitions of the parts of speech are attempted. To pick out the subject and predicate, to find modifiers and adjuncts, to distinguish between simple, compound and complex sentences, and the different kinds of phrases, puzzling as the task often is, may perhaps be learned with some intelligent effort by bright, linguistically efficient boys and girls of the highest grammar grades, if careful questioning by the teacher points the way and practical exercises are employed to give skill. But to recognize a noun and to define it in distinction from an adjective or a verb, is a trying task even to the skilled

grammarian. In Latin and Greek, inflection is so highly developed that it is impossible to mistake a *nomen* for a *verbum*, even though *nomina adjectiva* and *nomina substantiva* may not always be readily distinguished. In German, nouns can at once be recognized by the fact that they begin with a capital letter and by the use of the gender-indicating article with them; when used to modify another noun, they are never used adjectively, but are invariably joined to the noun they qualify to form a compound noun, or are employed in the form of an apposition. But in English, the same uninflected word may be used *ad libitum* now as a noun, now as an adjective or verb, and some nouns even as prepositions, conjunctions and what not. Compare the following sentences:

"An *abstract* of title is a document."

"*Abstract* doctrines are difficult to understand."

"All philosophy that would *abstract* mankind from the present is no more than words."

Here the word *abstract* occurs three times, each time in a different role, the last time even with a different pronunciation. In the title "The New York Daily Evening Messenger," the proper noun "New York" and the common noun "evening" are both used as qualifying adjectives. These are examples of very ordinary occurrence. But there is a large number of less frequent expressions which have the effect of veritable grammatical puzzles—the glaring headlines of newspaper articles are full of them. Many words have their puzzle character enhanced by the fact that they may not only belong to different parts of speech, but that they have more than one meaning, or that a different pronunciation gives them a different significance. (Cf. bow, sow, read, etc.)

It requires little thought to realize that the difficulties presented by such cases are indeed insurmountable for young children with minds untrained in logical discrimination. And yet one of the first things they are expected to learn in grammar is a series of definitions of the parts of speech. These definitions are, as a rule, very unsatisfactory and misleading; exact definitions requiring so high a degree

of analytic acuteness and insight that only trained grammatical minds can frame and appreciate them. There are, besides, few grammars for school use that agree on the definitions of some of the most common words of the language. To illustrate: Such words as "this" and "that" (in "this book" and "that hat") are called by *Swinton's Grammar* (1877) and *Whitney's Essentials of English Grammar* (1877) "demonstrative pronominal adjectives;" by *Metcalf's English Grammar* (1894) "demonstrative adjective pronouns;" by *Maxwell's Advanced Lessons in English Grammar* (1891) simply "adjectives" (p. 121). The last named Grammar, however, names "which" and "what," when used with a noun (as in "*what* dignity," "*which* numbers"), "interrogative pronouns." In all these grammars "my" and "mine," "your" and "yours," etc., are merely given as the possessive cases of "I," "you," etc., respectively; while their independent adjectival character is recognized by *West's Elements of English Grammar* (1893). And thus, examples may be multiplied.

Now, what degree of power does the child possess to grapple with the tasks of grammatical discrimination and analysis? In other words, in what measure does the development of the logical faculty in the child correspond with the demands usually made upon his reasoning power?

In ordinary school-practice the child is expected to be able to assimilate any kind of knowledge presented to him. He is considered, so to speak, as a small adult; as endowed with pretty much the same faculties as the grown-up mind, only, perhaps, on a smaller scale, or in an untrained condition. In most cases the teacher will treat her pupil as if the latter were simply *ignorant*, owing to his lack of years, and as if the business of teaching were merely to pour into his empty head that amount of knowledge and information which is thought necessary, yet wanting. Thus, the child of school age is regarded equally as able to learn as the adult; that is, to comprehend, any branch of human knowledge, no matter to what activity of the mind it appeals. It is therefore

thought perfectly feasible, if only the necessary time is granted, to teach the so-called elements of so abstract a discipline as grammar, even to young students. We may be reminded, by the way, that what is meant to be a presentation of the *elements* often takes the form of a highly abstract *synopsis* of the science of grammar—a synopsis which in its totality can really be mastered only by very mature minds.

That the development of the child-mind is, in point of fact, a process of *maturing;* that the young child is by no means a logical being, but pre-eminently *imitative;* that his knowledge, and his mode of thinking, are fragmentary; that the power of reasoning is a slow growth; that there are nascent periods in the child's mental evolution, when new forces manifest themselves in the form of new activities and interests; that these periods of increased power alternate with periods of seeming retrograde or at least suspended development, but which are in reality times of latent growth, when the child's physical and mental forces are gathering strength for the next important stride forward; that the power of assimilation is conditioned by the laws of apperception and interest; and that all these changes and conditions are intimately related to, and dependent upon the physical growth and development of the child—all these facts, which have grown old with the race, now force themselves upon the teachers like a new revelation, born out of the new enthusiasm for a more systematic study of the child-soul. This new recognition of the laws governing the child's powers of acquisition and assimilation will, of course, gradually affect the school curriculum, and new standards, and a new sequence of topics, will result therefrom.

To a young child, logical order and logical requirements mean little. His knowledge being fragmentary, he has no conception that anything essential is wanting to complete a logical whole, or to meet a logical demand. There is nothing extraordinary in a fairy-tale to the conception of a child, impossible as the hero's exploits may seem to us. The fabu-

lous phœnix, with its resurrection from the flames, or the creation of armed men out of the dragon's teeth, does not present any logical difficulties to the young mind; even if it doubts their truth in matter of fact, this is merely because it has learned to appreciate the charms of fanciful invention, and not on account of their logical absurdity.

The ability to appreciate law and order and to reason out possibilities and impossibilities, to distinguish between desirable, indifferent, and necessary things, presupposes a large stock of experiences stored up in the brain, with the association fibres well established between them, and the relation of cause and effect frequently observed and sounded. The absence of these prerequisites causes the child to make so many blunders in grammar, and to remain unimpressed by what the adult mind conceives to be a self-evident logical necessity. The child of prepubertal age will rarely understand why the predicate must agree with the subject in a certain way; why some verbs are transitive and require an object; and in countless other ways teachers will meet with an apparent obtuseness which leads to so many well-known grammatical mistakes. The learning of rules does not help this condition. Some minds will never outgrow this stage of non-reasoning.

Let us not mistake the child's early interest in the causal idea for a sufficient evidence of his logical ability. The child asks "Why?" at a very early period of his life; he is a born investigator into *organic* causes. But whether these are *logical* causes, *necessary* causes, *inevitable* causes; whether the same cause must always have the same effect, and whether a cause is potent in all its relations, being modified only by other potent causes—all this, which characterizes abstract reasoning, is utterly indifferent to him. He is usually satisfied with any cause that you will state to him, even if it is logically absurd. Not until his manifold experiences have assumed form and order in his mind will he gradually learn to appreciate what is termed the

true causal nexus and become capable of making logical inferences, at least in matters of abstract thought.

Younger children are not as apt as many may suppose to profit by their errors. In his instructive "Study of Puzzles" in the *American Journal of Psychology* (July, 1897), Ernest H. Lindley has convincingly shown that in the attempt to solve problems children will have to repeat their errors many times before their significance is understood. Their mode of procedure is essentially dependent upon habit and imitation; "recency and vividness" of concrete experiences are responsible for most of their notions and acts. If reason is a perception of relations, then young children are little above the "sense-trial-and-error" order or procedure; and while they may perhaps early learn to perceive simple relations and make simple adaptations thereby, fatigue, temporary loss of interest, etc., may produce a relapse into the animal method of absolute non-reasoning (loc. cit. p. 479): "Tests of a number of children varying in age from 3 to 12 show surprisingly little logic" (p. 476).

Experiments on mathematical reasoning have been reported on by John A. Hancock in the *Educational Review* of October, 1896. It is seen from these that in the solution of the examples upon which the tests were based, and which were graded according to the knowledge the children were supposed to possess, errors in reasoning were quite frequent below the twelfth year; not before this period is the number of errors less than 50 percent, the boys being usually a little ahead of the girls. "The errors may be all heard or seen daily; children hearing them rarely manifest suspicion of their absurdity." Typical examples of the mistakes are as follows: "Three feet equals fifteen inches, or one-third of twelve inches." "Five dozen eggs cost five times fifteen cents, or sixty eggs cost sixty times fifteen cents."

If such lack of insight into simple mathematical rela-

tions can be observed—and no teacher of arithmetic will fail to observe specimens of it—it is not to be wondered at that the much more difficult problems of grammar—involving not only some subtle logic, but also an appreciation of etymological development and syntactical peculiarities—will encounter still greater "obtuseness" on the part of a large percentage of pupils.

The investigations just alluded to, and which are corroborated by many other tests, indicate that there are critical periods in the development of the child's mind—periods of rapid growth, preceded or followed by periods of apparent dullness. Whether physical growth and mental growth progress in inverse ratio or not, is as yet an open problem; the facts at our disposal are somewhat contradictory with regard to this point. But all tests point to the *eighth*, *tenth*, and *twelfth years* as *times of change*. These stages correspond broadly to periods of marked significance in the development of the brain. According to H. H. Donaldson ("The Growth of the Brain") the brain attains almost its full weight at the eighth year of a child's life, and, with some fluctuations, the maximum weight is reached somewhere between the thirteenth and fifteenth. "The young child is a reflex and automatic organism. The child, even so old as eight years, is rather like an animal in method of adaptation than like the human adult" (*Lindley*, loc. cit., p. 480). His mental characteristic is *imitativeness*. "This does not degrade the mental status of children, but rather dignifies imitation as the great means by which the mind gets experience."—*Ib.* Imitativeness remains the most prominent factor of mental activity in the child until a very late period; indeed, it is well enough established that it is an important factor even in the mental life of adults; that imitation, or suggestibility, or whatever this instinct may be called, is that psychic element which has largely shaped human destiny whenever the higher intellectual faculties were pushed into the background. (Cf. Prof Edw. A. Ross, "The Mob Mind," *Popular Science Monthly*,

July, 1897). However, from the eighth year, a beginning of true reasoning; that is, the perception of simple relations, may be observed.

In a study of children's superstitions, by *Clara Vostrovska* (Studies in Education—I, 4), children's natural inclination towards absurd beliefs and their inability to do abstract reasoning, is again emphasized. But while it is shown that "few children know how to generalize," and that "each case is a separate case to them," it is also demonstrated that "the change from belief to unbelief" occurs "about the tenth year." With regard to matters of discipline, rules of conduct, and punishments of transgressions, we find that "the great majority of young children do not discriminate kinds and degrees of offenses." (Studies in Education—I, 9, p. 348). Here, again, the same absence of the power of logical discrimination and of the ability to generalize. Yet, in a study of "Class Punishment" (by *Caroline Frear*, loc. cit.) we read: "It is interesting to notice that the sentiment that the class ought to coöperate with the teacher in the detection of guilt increases with age, from thirty-nine percent before ten years of age *to fifty percent after ten years.*" Thus the tenth year is again established as an important turning-point in the child's mental development. For without a keener appreciation of the need of conscious adjustment, of the relation of cause and effect, of mutual obligation, dim as it yet may be, this new social sentiment could not spring up. It marks the dawn of true reasoning. Other studies point the same way, and *Earl Barnes* (loc. cit., p. 356) recognizes the age of from ten to thirteen as a period of great mental activity, tending to develop the power to think in logical sequence, crude as these attempts may yet be. During this, the *prepubertal period*, we shall observe in the child glimpses of that critical tendency which, at the age of pubescence and adolescence proper, will induce the young man and woman to doubt and revise most of their notions and beliefs hitherto accepted upon the authority of teacher or parent, and to establish new

association-tracts in accordance with the results of their bold attempts at independent thinking. Now, logical thought, radical reasoning, often surprisingly unconventional, often producing even a revolutionary attitude towards established modes of thought, will assert their influence powerfully.

If we allow ourselves to be guided by the result of these investigations, in laying out a course of language or, specifically, grammar instruction, we must first take care to remove from the curriculum of the lower and intermediate grades all such exercises which require a strictly logical process of thought. We may even doubt the wisdom of too early an introduction of *any* kind of formal language-training before the eighth year. Might it not be safer to devote all the time in the first two grades of schoolwork to ethical and sense-training, to the building up of clear concepts through nature and manual work, including geometrical exercises of a concrete character; and to purely oral exercises and drill in oral expression, postponing the beginning of reading, writing and number work proper till the pupil enters the third grade? The advisability of such a course ought to be seriously discussed, as, with the present mode of procedure, so much precious time and energy seem to be wasted which could be put to better advantage, and as the children, after having passed the first critical turning-point of their development, would perhaps be much better able to cope with the perplexing tasks of formal instruction. But be that as it may, all are agreed that with regard to language-training no successful attempt can be made in these early years to teach rules of grammar. Main stress will have to be laid upon opportunities for unconscious absorption and imitation of good language, from the speech of parents and teachers, by reading to the children, by having them commit to memory carefully chosen selections of poetry and prose. The dramatic instinct of the child, which is so prominent in the early years, will make him delight in impersonating different characters, professions

and occupations, thus learning to master a number of terms and expressions peculiar to them. Animal and folklore should be turned to account; fables will be helpful and even flowers and minerals can be inspired to speak to the child their various languages. A number of simple rules and directions—in correcting the child's speech—such as have no particular logical reason, but are essentially idiomatic, can be emphasized now, and will be obediently respected by the youthful learner. For this is the age when he has implicit faith in authority, and will believe things to be right or wrong, just as he is is told, without question. Constant practice, varied in form to command the interest of the pupil, will lay the safe foundation for future language-study; but there must be a thought-content to every word he is made to use.

Every observer of children knows that their first attempt to venture out on the field of independent word-formation and inflection is characterized by the *method of analogy*. This, while assumed to be a logical process, and undoubtedly containing the germ of true reasoning, is also clearly a mode of imitative activity. The child will conjugate: "I bring, I brang," as he does, "I sing, I sang," without doubting his perfect right to do so. This tendency to analogize, as being the first dawn of reason, will be taken advantage of by the skillful teacher to fix the regular forms in the child's mind, not dwelling, of course, on grammatical terms. The danger arising from the same tendency concerning the so-called irregular forms will be largely obviated by simply appealing to the authority of good usage, and making the seemingly anomalous forms *types* to be followed in the formation of new *analogical sets*. But this can be done to advantage only during these early years, before the child's first awkward attempts to reason may confuse his idiomatic speech. This is another argument in favor of the belief that formal studies be best postponed until after the eighth year, so as to gain time for a firm grounding in the idiomatic use of the language. As

the memory is very active and tenacious at this age, these teachings will be a gain forever.

With many children, if not with all, the study of another living language in addition to the vernacular will prove helpful. Such study is by no means an overtax, and will in nowise injure the mother-tongue if competently taught. On the contrary, these early years are the very ones when languages are acquired with remarkable facility, and the practice of many foreign families of the nobility where children are expected to converse in two languages at an early age, is proof that there is no difficulty. And it will be noticed that the change from one language to the other, while it affords great pleasure to the children, answering to their play instinct in a particular form, will also stimulate their appreciation of idiomatic differences; it will decidedly strengthen their "feeling" for the idiomatic characteristics of their own language. The writer has been frequently struck by the fitness of expressions, chosen by young children from English-speaking homes, in the rendering of German phrases in idiomatic English. They hit the right translation intuitively. Class-instruction will here prove beneficial, inasmuch as each child will thus be benefited by the joint linguistic experiences and instincts of all the rest.

This remarkable aptness on the part of young children to catch the spirit of the language need not surprise us. It was in the childhood of the race and of nations when language and languages were created and developed. These creations and developments were due to certain physiological and psychological laws inherent in human nature—laws which are now being more and more studied and understood, but of which the language-makers themselves were of course entirely unconscious. Language is a growth, as it were, and we say that humankind created language by following the language-making instinct. There are general laws governing all languages; and there are peculiarities found in individual idioms, also due to deeper causes. Thus,

each language has a "genius" of its own—each pictures a different attitude toward environment, a different reaction to external causes, or a difference in this environment, in these external conditions; and this difference of "genius" is commensurate to the variation which the tribe, or people, whose product it is, represents among the multitudinous species of the human race. In other words, each people's language reflects that people's racial characteristics, its individual life-attitude, resulting from that "struggle for existence," that adaptation to enviroment, which fixed its status as a separate type. "But the language-making instinct" was especially active and effective in the early days, before the type was fixed, when everything in the type-character which was to be was formative, potential, flexible.

This same condition is observed in the child of the age we speak of, which is pre-eminently a formative age; it even continues through the prepubertal years. The language-making instinct of young children is very marked, and manifests itself at one period in the production of distinct child-languages, totally different from the vernacular, and sometimes framed by children spontaneously in addition to the learning of the mother-tongue; and at a later epoch, by the children's lively interest in the invention and use of multifarious "secret languages." Under specially favorable circumstances the first-mentioned child-language "would become the mother-tongue of a new community and of the nation that would spring from it" (*Horatio Hale*, quoted in "Children's Secret Languages" by *Oscar Chrisman*, THE CHILD-STUDY MONTHLY, September, 1896). This "wonderful faculty of child-nature," as Chrisman calls it (loc. cit.), ought to be led "into the learning of useful foreign languages," so that the specific energy at our disposal may not go to waste. And as the young mind is still relatively free from those conventionalisms which in later years beset and obscure the clear fountain of the national genius, and represents more purely the original instincts that differentiated the type; and as the child of this age repeats the formative

"culture epoch" of his tribe, it is not surprising that he is so ready to "feel the pulse of his mother-tongue," to develop that "feeling" for the peculiarities of his language which enables him to grasp intuitively the intricacies of its idiomatic phraseology.

DR. MAXIMILIAN P. E. GROSZMANN.

Charlottesville, Va.

THE FUNDER-MAN AND RAIN-MAN.

"I know what makes the rain," said Bess
To little brother Will.
"I'll tell you all about it, if
Y'll ist keep awful still.

"Y' see, 'way up above us—oh,
So awful far 'n' high,
The Funder-Man 'n' Rain-Man lives,
They lives up in the sky.

"They's got their houses in the clouds—
Ist hid away somewheres.
Y' can't go up to see 'em, 'cause
They ain't got any stairs.

"The Rain-Man thinks he owns the clouds,
'N' fusses every day
With Funder-Man because he can't
Have everything his way.

"But Funder-Man ist points at 'im
'N' shames 'im awful hard;
Then Rain-Man's sorry—'vites 'm to
Play over in his yard.

"Although they's friends, 'n' gets along
Like all good neighbors should,
Sometimes the Funder-Man gets mad
'N' whips the Rain-Man good;

"Growls at 'im—'Rumble-bumble! (you
Can hear it ist as plain),
Then the Rain-Man cries, 'n' cries, 'n' cries!
'N' that's what makes the rain."

—*James Courtney Challiss.*

A PRACTICAL PROBLEM FOR CHILD-STUDY.

THE introduction of the kindergarten into the public-school system is one of the current educational problems which, viewed on the surface, seems only a matter of room-space, equipment and additional salaries. To the educational thinker, however, its external adoption, important as it may be, is of little significance compared with the change in spirit and method, if it is adopted in principle as well as in its external form. Much has been said about the relation between the kindergarten and the school, but most of this has related to externals only, and the vital questions involved have scarcely been touched. It is only when the psychological basis of each has been considered in relation to the other that the true foundation for that relation has been laid, and only when the work of each is based upon that foundation, that the kindergarten can be said to be an integral part of the school system.

That there are definite stages in a child's development, each with characteristics and interests of its own, which education must recognize and build upon, is too thoroughly established by modern psychology to admit of discussion. Of these the play period, lasting from the age of three to six or seven, is the psychological foundation for the kindergarten; the period that follows, for the work of the elementary school; and the period of adolescence in like manner for the work of the secondary school and the college or university. In a general way the parts of the public-school system, kindergarten, elementary school, and high school correspond to these three periods, though it will hardly be contended that the needs and interests of the periods in question are considered to the extent that they should be. The attempt to determine such needs more fully, as a basis for a closer relation between them and the school work the educational system provides, is a marked and hopeful feature of the times.

In the school system, as at present constituted, there is an abrupt transition from each of these parts of the system to the other, and a decided difference, not merely in the spirit, but in the organization and method. The difference between the kindergarten, where it exists, and the ordinary primary school is an illustration, but that between the grammar school and high school is hardly less marked. But nature works in uninterrupted continuity and the school likewise should aim at continuity in development. It is significant that these transition periods, both in the child's life and in the school system, are at present receiving a large share of attention among educational thinkers. It is here that Child-Study has done some of its most valuable work, and it is for the purpose of calling attention to the need for further investigation at one of these points that this paper is written. The stress of supervisory or administrative work often reveals problems for the solution of which data not yet obtained are needed, and in which the co-operation of others is indispensable. This paper is offered in the belief that the analysis of a problem is of value and one of the first steps in its solution.

Where the kindergarten has been introduced into the school and the children are practically obliged to remain in it until regularly promoted to the first grade, several new problems present themselves. Assuming that the abrupt transition from the one to the other is to be avoided, what modifications of the customary work of both shall be made?

It is usually assumed that any and all such changes are to be made in the primary grade, and none in the kindergarten. But does this meet the needs of the case? If the children enter the kindergarten between three and four and remain until six, does the regular work of the kindergarten continue to satisfy them? The kindergarten seldom, if ever, fails to interest the younger children, those under the full pressure of the play interests. It is when these interests are partially satisfied that others begin to appear, and the children become restless and no longer enter heartily into the

work. This is in part, doubtless, because the novelty has worn off, in part because the first grade is considered an advance upon the kindergarten, and it may be because the home holds the kindergarten in little esteem. But with all these eliminated, there remains a perceptible change in the interests of the older children, as many a kindergartner will testify. How shall this be met? Shall the length of the children's stay in the kindergarten be shortened, or shall the work be modified? If so, how?

The fact that children eventually outgrow the interests which the kindergarten aims to satisfy is not new to kindergartners, since Froebel himself was the first to enunciate the above-mentioned theory of stages in a child's development and to urge the necessity of conformity to them in educational procedure. To meet the needs of children outgrowing the kindergarten period the "connecting class" was devised. But in actual practice the connecting class has been little more than a name, since children were usually withdrawn from kindergarten as soon as a loss of interest began to manifest itself. Thus the real problems have remained unsolved. With the kindergarten a part of the school, the question assumes a larger significance. What the changes in interest are at this period is the fundamental question upon which light is needed, and it is a question that Child-Study alone can solve. How the kindergarten and the school shall meet these interests is the practical question that follows, and upon this also observation and experiment are needed. It is evident that this is a problem to be considered, first of all, for the sake of the child, since loss of interest is too serious to neglect. It demands consideration, too, for the sake of the kindergarten, which otherwise appears inadequate to the new demands made upon it. But if the school is to be based upon the real needs and interests of the child, as the kindergarten aims to be, it is for the sake of the work to follow in the school that it needs consideration primarily.

As has been stated, the needs of the period in question

were provided for in the Froebellian system by the connecting class. But this, as Froebel planned it, was devised to meet educational conditions now entirely changed, and hence the suggestions concerning it in Froebellian literature have little value in meeting present needs. Where the kindergarten has been introduced into the school, the work immediately following that of the kindergarten is frequently called connecting-class work, for want of a better term, though in reality it is first-grade work on kindergarten principles or else a weak dilution of kindergarten and primary work without the definite purpose of either. There is probably no term more loosely used or more lacking in definite content. In either case it needs revising and placing upon a basis of definite purpose in relation to both kindergarten and school. Before this can be done, however, a better foundation of knowledge is needed concerning the real interests to be met. The term suggests the grading of kindergarten children, beyond the customary grouping for gift or occupation work on the basis of equal ability. This is frequently impracticable, but it is not only carried out but necessitated in the public kindergartens of Milwaukee, because of the large attendance, which in some cases reaches one hundred and twenty and even more. Since there are two sessions each day, with the same kindergartners in charge, the children are divided on the basis of age and advancement into a morning section and an afternoon section, the older children and those having been in attendance the longest coming in the morning, and the younger children coming for the shorter session in the afternoon. This affords an opportunity for modifying the regular kindergarten work as the interests of the older children seem to demand it, and offers a fine opportunity for studying the problem in question. The need for reconstruction or modification of the work at this point cannot but be felt, though it has hardly been consciously formulated, nor have definite steps been taken toward its solution. No more practical problem can be undertaken. It has two sides; the kindergarten side

and that of the public school, but the second can best be taken up when data concerning the first have been obtained. Answers to the following questions from public school kindergartners would do much toward establishing the basis desired:

1. What evidences are there, if any, of a lack of interest in the work of the kindergarten on the part of the older children? Is this due to the work itself, to an ambition for promotion or to home influences?

2. Among those who show loss of interest, what phases of the program occasion it in the greatest and what to the least degree?

3. In the morning circle, what kind of story or talk is most and what is least enjoyed? What stories are called for?

4. What is the attitude toward the plays and games? Which ones are chosen?

5. Do the children tire of the gift or occupation work? If so, what in each do they enjoy most, and what least? How does free and dictated work compare in interest?

6. What effect has the kindergarten work from day to day upon the children's home activities? If there is no reproduction of the kindergarten work, or that suggested by it, what are the children interested in?

The writer would be glad to receive answers to the above questions from any whose work affords the opportunity for observation along the lines indicated. Should no such results obtain, however, the formulation of the problem will have served a purpose if it has called attention to, and stimulated an interest in a question that sooner or later must be faced and met, if educational progress is to continue.

NINA C. VANDEWALKER.

Milwaukee State Normal School.

Alice Wellington Rollins: "The kindergarten child never forgets, because he is never told anything which he had not first wanted to know."

TOM.

Tom, not the piper's but the parson's son, was being reared very carefully by the whole family. Particularly did his Aunt Martha look zealously after his manners and speech.

"You should not say 'got' so frequently, Tom," she said to him one day, "it is not elegant;" and gave him a list of synonyms. So Tom came in next day:

"Oh, please Aunt Martha, help me! I have *received* a cinder in my eye;" dutifully remembering his lesson even in his pain.

Another day, being in the parlor when a very highly cultured and educated lady called, Tom said to her:

"You said got and Aunt Martha said it isn't elegant," and being ignored repeated it until Aunt Martha said: "That will do, Tom," in a tone that silenced him until the visitor took leave. Then he insisted:

"But you did say it isn't elegant, and she did say 'got' lots of times."

Whereupon the long-suffering monitor explained to her too apt pupil:

"You must never correct strangers but only your own relatives."

Shortly after this, the scholar of the family came to visit. Almost as soon as he had greeted them Tom asked:

"Are you a stranger?"

"No, my lad," replied the wondering divine, benignantly.

"Are you a relation?" persisted Tom.

Poor Aunt Martha who feared what might be coming, tried to take off the youngster's attention, but no sooner had he heard the acknowledgment of ties of blood than he exclaimed, triumphantly: "Well, then, you said 'got!'"

HELEN R. WELLS.

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INTEREST FROM THE CHILD-STUDY POINT OF VIEW.

In the stream of thought, a preference for some sensations, perceptions and ideas exists. An "excitement of feeling, whether pleasurable or painful, accompanying special attention to an object," is well understood by all who have reached self-consciousness or ability to take introspective views. This is the element of feeling, emotion or interest. The importance of interest in ethics or education is no new doctrine. Plato, Herbert Spencer and many reformers and educators have emphasized its influence during all the centuries. But the chief thing of importance about it is its power to attract the attention, awaken desire and move the will. If an orator, writer or teacher is filled with the greatness of his message, he quickens the thoughts of his auditors, produces an interaction among their ideas, blends familiarity with novelty and interests them. He cannot arouse their emotion unless he is aglow with interest. Homer, Shakespeare and Milton well understood that people must be interested in order to be persuaded and led to act. The great poets, artists, historians, novelists and teachers of all time have awakened an interest in their theme and thus influenced the thought and shaped the action of the masses. If a thing does not interest us, as far as its power to influence our desire and action is concerned it might as well not exist. Observation, attention, memory, apperception, desire, action—all depend upon interest and emphasize its utility.

Duty is simply another name for ethical interest, and the best preparation for the drudgery of the school, the household or the office is the development of a strong and diversified interest. We are making no mistake when we lead the child to enjoy what he accomplishes or when we ourselves express pleasure at his achievements. An interest in self lies at the foundation of interest in others. From

his interest in his own acquirements we can lead him to take pleasure in the achievements of others and awaken a sympathetic interest—a step higher in the moral scale. Then the rights and privileges of others and emotions of duty and obligation toward them are the next step, and choices in harmony with such ideas will develop a mental attitude and habit quite certain to result in an excellent character. We must not preach morals too much, but rather throw about our morality the garb of an æsthetic interest and leave the mind to discover the ethical truth partly concealed and, little by little, to incorporate this truth in the character. A vivid word-picture of Washington at Valley Forge or of the heroic drawbridge keeper who sacrificed the life of his own child that he might save many people from destruction need not have the moral elaborately pointed out to influence the nature of children. Rather let the story be told and the important points be brought clearly forth; but leave the children to discover and apply the ethical truth. The great examples and illustrations of the noble found in art and all literature, clothed with the æsthetic interest created by the master-artist or writer will, little by little, surely develop the ethical interest of those addressed and become potent in their character and lives.

In the ideal character interest and duty are harmonious. If selfishness predominates over duty then selfish or purely egotistic interest must have outweighed ethical interest; and future training should be along the line of the development of ethical feelings. If in any character egotistic interests exceed altruistic, then selfish desires are likely to prevail over unselfish desires and the individual will be in a state of continual unrest rather than contentment.

If interest is a principle of such supreme importance, how can we cultivate it? In reply it may be said that educators should develop interest the same as they would the power to observe, think, talk or express in writing. Begin with the mind's power and experiences and proceed, step by step, to higher attainment. Any given mind's power of interest will depend upon its inheritance, training and expe-

rience. Interest is probably as easily cultivated as any other factor of character; and correcting a wrong or perverted interest or strengthening a weak one is not a more difficult task than remedying any other radical defect or weakness. Interest is ordinarily regarded as a means to knowledge as an end. This is sound doctrine enough, but interest should likewise be regarded as an end in itself. No more profitable undertaking can be begun by a parent, educator or reformer than the awakening and development of proper and symmetrical egoistic, æsthetic, ethical and religious interests. If the interests are correct, their representations, the desires, will be normal and satisfactory and choices will be in harmony with the highest good. Thus character will become excellent and will and action, as an expression of character, will be what the highest good of the individual, society and the state require.

In the kindergarten the occupations are arranged, not so much as ends to be obtained, as means toward a development of a many-sided interest; and in harmony with this idea should the work of the school be planned and executed. The school should not neglect the thought that training for citizenship means, more than anything else, this implantation and nurture of interests that will result in well-rounded character. To this end, clear ideas are essential. Variety in occupation and in method should characterize the work. Physical conditions of proper attitudes, pure air, abundant nourishment, correct temperature and general comfort must prevail. Mental conditions of pleasant surroundings, agreeable relationships and appropriate strength must be considered. The presentations must be objective and concrete before they are abstract; then apperception will be vigorous and clear. Nor must we forget that interest is contagious. A kindly, sympathetic, enthusiastic teacher will impart interest to many of his followers and their emotion will be caught by others and the way prepared for desire and action.

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"OUR LITTLE MEN AND LITTLE WOMEN."

"Happy little faces are just like so much light;
They fill our room with sunshine,
And make a dull day bright."

How true are these lines! Surely they are appreciated by those of us who, in the morning when we come from our rooms, are greeted by a happy little voice saying: "Good morning!"—and this always cheers us for the whole day. Again, when we return in the evening, sometimes worried by the cares of our business life, what a refreshing we feel when that happy little brother, sister, nephew or niece again welcomes us.

Do we really get out of their little lives all we should? No matter how often we study the development of one of these little ones, each time we find some characteristic that to us has hitherto been hidden.

Sometimes we are prone to underestimate the value of our little friends, thinking—Oh, they are only children—but we should recollect that

"Men are only boys grown tall;
Hearts don't change much after all."

This should call forth our most earnest consideration of the surroundings and teachings by which our little men and little women are influenced. Can we be too careful? Could there be too many pretty pictures, flowers or ornaments in their nurseries to attract their attention? For if they become accustomed to the refining and beautiful surroundings, they will in after life not only appreciate the beautiful and refining, but will always strive to attain those things as their own.

If ever there was a time when thorough home-training was needed, it is to-day, for never was humanity in general rated at so nearly its actual worth as it is in this age. There is to-day a greater demand for genuine manhood and

womanhood than ever before. Does this not bring to our minds the thought that the world is going to demand even more of the next generation than of this? Our children of to-day will be the men and women of to-morrow and, if they would survive, they must be the fittest.

Altruism is beautiful and it is to be commended, but civilization is not altogether beautiful and not a whit theoretical. This means that their ambition to be and to do, rather than to seem, should be encouraged as the only ambition. Do I hear someone say: "There is too much attention paid to Child-Study; our children are too highly thought of; some phase of the subject greets you any way you turn; our lecturers relate anecdotes of children and the story writers tell of the ways of some child?"

Yes, this is true, and what part of the lecture is enjoyed more and what part of the story is remembered longer? Does this not prove that they are important—or why should they be considered by our greater minds?

There are a few individuals, here and there, interested in this all-important study of our little men and women, but a few individuals are not the public, and public interest may be said practically to end just here, at the enjoyment of the amusing incidents and now and then an approving, "That's true!" when some good plan is suggested, showing the great need of the most careful and the most cultivated home-training. But these approvals do not accomplish the work. What we want is the carrying out of this plan:

> **"Not only the approval of the fact,**
> **But the whole-hearted, faithful act."**

Some one has truly said: "The tiniest bits of opinion sown in the minds of the children in private life, afterwards issue forth to the world and become its public opinion; for nations are gathered out of nurseries, and they who hold the leading-strings of children, it may be, exercise even a greater power than those who hold the reins of government."

Our every fault or virtue, if traced back to its origin would be found to have been nurtured by those who surrounded us in our childhood. Some, perhaps, by unconscious influence, others intentionally created.

Godwin affirms that every child, if left to its own natural inclination, would worship its earthly parents. Then think; to worship any person, how earnest must be the love—and experience has demonstrated to us that we copy the characteristics of those whom we love. And since parents are the first acquaintances of the children, do you not see how natural it is for them to imbibe the qualities of their parents or nurses and, later, of their teachers?

However, we who are older are competent to sift out the bad from the good and imitate only the goodness, while the dear little ones cannot discriminate but take it for granted that whatever their elders do is the very best thing to do. So their characters are unconsciously moulded by those with whom they come in contact.

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"A BOY'S OPINION."

Oh, Valentine Day is well enough,
And Fourth of July is jolly,
And Christmas time is beautiful,
With its gifts of wreaths of holly.

New Year's calling is rather nice,
And Halloween sports are funny,
And a May-day party isn't bad,
When the weather is warm and sunny.

Oh, all of them are well enough;
But the day that is best worth living
Is when we all go to grandmamma's
To a splendid big Thanksgiving.

—*E. C. Dowd.*

THE EDUCATIONAL CURRENT.

TABULATED statement of education in the United States and the countries with which she is dealing:

Countries.	Enrollment in Elementary Schools.	Percent of Population.	Teachers.		Expenditures.		Population.	Date.
			Male.	Female.	Per Capita of Enrollment.	Per Capita of Population.		
United States...	14,379,078	20.27	130,336	269,959	18.92	2.61	70,595,321	1896
Cuba	30,994	2.02	.....	.....	17.85	.36	1,531,684	1890
Hawaii.....	12,616	4.65	177	246	21.46	2.69	100.374	1896
Spain	1,356,136	7.67	.....	.....	.....	.....	17,667,256	1895
England	5,325,858	17.71	28,917	72,324	8.83	1.56	30,060,763	1895
France.....	5,540,095	14.54	66,931	89,906	6.68	.97	38,095,156	1895
Germany.....	9 153.947	18.50	.....	.....	6.27	1 09	52,246.589	1895

General Notes. OF foreign tabulated countries, Manitoba has the highest percentage (23.19) of pupils to the population, and Bolivia the lowest (1.23). Argentina expends the most per capita of enrollment (47.46); Burmah and Bengal the least (.68). Per capita of population Manitoba expends most (4.24), Burmah (.01) and Bengal (.02) the least. The German States and Austria have the highest percent of attendance (90), Mauritius and Jamaica the lowest (31.60 and 59.40). The United States makes a close second to Manitoba and Germany in expenditure and attendance. Iceland is the only country where, until recently, there has been no elementary schools and no illiterate people; all children are taught at home.

IN EUROPEAN RUSSIA there is but one elementary school for every 2,500 inhabitants; in Siberia, one for every 3,345 inhabitants. Ninety percent of all those attending school

are in the elementary grades, yet these grades comprise less than 2 percent of the whole population. In 1888 only eleven children out of every hundred attended school.

ITALY has been making war upon ignorance, as the following statistics show: In 1861 for every hundred inhabitants 78.06 were illiterate; in 1881 the percentage of illiteracy had been reduced to 67.26. But she still makes a poor showing among the nations. To every one hundred inhabitants she has 7.51 and Spain 7.29 pupils in school, while France, Belgium and Holland have upwards of 14.; Switzerland has 16.; England and Prussia nearly 18.; and the United States over 20.

SCANDINAVIA and Switzerland educate their children well. In some respects Sweden has been the school-teacher among nations, for she gave the world the idea of manual-training schools as well as the gymnasium method of learning to do a thing by doing it—a method that is working reform in all teaching. Sweden has more schools than teachers, some of its schools being "ambulatory," *i. e.*, the teacher holding sessions for a time in one place and then moving on to another to accommodate the children "over the mountain." Neither boys nor girls are received into the secondary schools until they can swim and skate. Sweden sends no illiterates to America; no absolutely illiterate person can marry—while in Italy and Spain seventy-five out of one hundred sign the marriage contract with a cross.

CHINA had just given promise of awakening from her long slumber when her prospects were rudely blighted. Last July the late emperor ordered the establishment of "schools of western learning" in every province. He had become convinced that the salvation of China depended on the introduction of modern ideas and methods, and determined to have modern science, history, geography, political economy, and "foreign learning" in general, taught in the schools where heretofore only Chinese classics were taught. He exempted such institutions from taxes, and offered political honors and patents of nobility to those who should found

them. He also directed the surrender of sacrificial temples for school purposes. These sweeping reforms are said to be the reason for his dethronement.

THE CENTRAL AMERICAN STATES make very creditable showing in the way of education. Guatemala has 13,000 to 14,000 primary schools, fifteen kindergartens, beside night schools and prison schools. Every liberated prisoner has the rudiments of an education. Beside its elementary and secondary schools, Salvador has kindergartens, normal schools, universities and polytechnic schools, to all of which women are admitted. Costa Rica appropriates money for the education of her youth abroad, and there is complaint that too many enter the learned professions. Mexico has schools of agriculture, mining, engineering, law, music, arts and trades, for the blind, for deaf-mutes, and correctional schools. As the population of Mexico and Central America is largely rural, agriculture is a conspicuous feature of even primary schools. The politeness and docility of the children is a surprise to teachers from the United States accustomed to consider school discipline one-half the battle.

COLORED SCHOOLS in the United States are most numerous in North Carolina where there are twenty-seven. Alabama and Texas have but eleven each. In 1896, twenty-two states had separate schools for colored people, 178 schools in all, enrolling 40,127 pupils; an increase of 3,025 over the previous year. The increase in the number of schools has been mostly in the number of high schools, which have an enrollment of 13,563 pupils. The colleges have 1,455 students; and there are 4,672 colored people fitting themselves for teachers.

LIBRARIES. The United States has 4,026 public libraries of over 1,000 volumes each. Of these, two hundred and fourteen are in Illinois, Chicago having forty-two. These libraries contain 33,051,872 volumes.

In the universities of Europe are:

Germany..... 5,850,000 volumes.

Italy	2,594,000 volumes.
Great Britain	1,890,000 volumes.
Austria-Hungary	1,885,000 volumes.
Russia	1,820,000 volumes.
Sweden and Norway	790,000 volumes.
Spain	726,000 volumes.
France	692,200 volumes.

Honolulu contains a fine public library; two native churches, which will seat from 1,500 to 2,000 people; a Roman Catholic school, with 500 native boys in attendance; an elegant Protestant church, which cost $130,000; a high-school building, which was the most elegant private house in the city. There is every indication of American and European thrift and enterprise. Every one, old and young, in Hawaii can read and write. The country has 300 teachers.

Porto Rico. ONLY seven Porto Ricans out of a hundred can read and write, but many of the boys are eager to come to the United States in the hope of obtaining better opportunities. The public-school system of Porto Rico needs revision of a most drastic nature. There are a few highly educated people, but the great mass are ignorant. Such attempts at compulsory education as have been made in the laws have been abortive, as no effort has been made to enforce them. Most of the schools are poor. For instance, in the jurisdiction of Ponce there are twenty primary schools, in each of which the teachers receive salaries of only $25 a month in Porto Rican money, or $12.50 of our money. In the better districts of the city of Ponce there are nine other schools where the teachers receive salaries of from $60 to $80 a month in Porto Rican money, or from $30 to $40 in our money; and in one school, which is their model, the teacher gets $100 in Porto Rican money As may be imagined, not a high order of talent can be obtained for these small

sums. These schools are supported by the municipalities out of their general funds.

There are on the island a dozen or so of higher schools, called institutes, which are self-supporting and which compare with our high schools in standard, although their curriculum would strike our teachers in Chicago as odd. Some of the studies are better fitted for the primary grades and others for the senior year of college. A boy who wishes to become a professional man after passing through the institute has been required to spend five years at a university either at Havana or in Spain before he is eligible to enter a professional college or an office.

Great interest is exhibited by the Porto Ricans of the educated class in our schools and colleges. Many inquiries have been made of the writer as to the best schools for boys and what the expense would be.—*Chicago Tribune.*

If We Expand.

BY the annexation of Hawaii our country has added more than 100,000 to her population. Cuba will add 1,531,684, Porto Rico 800,000, the Philippines about 9,000,000, the Ladrones 15,000, making a grand total of 32,042,379 children of Uncle Sam.

Are We to Founder on the Same Shoals?

IN an article on the "Decadence of Spain" in the *Atlantic Monthly* for July, Mr. Henry C. Lea says that "prior to the beginning of Spain's decline the thirty-two universities and four thousand grammar schools were crowded with sons of artisans and peasants fitting themselves for public office because work was considered disreputable. Arts of peace were left to subject Moors and Jews until honest labor was regarded with disdain, and trade and commerce were treated in a barbarous fashion that choked the springs of national prosperity." In every school where manual training and letters do not go hand in hand the tendency is toward this same contempt for labor. Many of the grad-

uates of our academies and colleges have the same false pride which the youths of Spain felt. It is no uncommon thing to hear a young man boast that he never did a day's work in his life, or a young lady declare that she can't keep house, sew, or teach. Just why one should be proud of incompetence or boast of the things he can't do may be a puzzle, but certain it is that many of our young folk take great credit to themselves for their inabilities. The malady seems to be most prevalent among those lately returned from boarding schools and colleges. These institutions are not to be held responsible for the innate vapidity of some of their pupils, but they are to blame for fostering it by the complete exemption they afford from all manual labor. It is our firm conviction that every school should require a certain amount of manual training from every student, rich or poor. This is the only way to make labor respectable in the eyes of the "*privileged classes.*"

A Country with Colonies Must Have Schools of Commerce.

APROPOS of the talk of expansion in United States territory comes the thought of an expanded navy and an expanded commerce. James G. Blaine never showed his statesmanship so unmistakably as when he said we must have new markets for our products, and a merchant marine. But if we are to have commerce we must have men trained to it.

Ten years ago England discovered that German, French, and even Italian youths were displacing her own young men in the great commercial houses of London. She instituted examinations to induce her youth to fit themselves for commercial life; but without success. She is now awakening to the fact that there must be schools in which young men can fit themselves.

More than forty years ago Austria and Germany discovered that though their products led the world at international exhibitions, other countries led in actual mercantile operations, while their own commerce was almost exclu-

sively internal. As a remedy for this, a far-seeing manufacturer proposed to the chamber of commerce at Vienna that a commercial school be established. Business men heartily endorsed the proposition. The school opened with 59 pupils, and in little more than a year enrolled 170 beside men already engaged in business who attended the night school. Railway and telegraph officials co-operated, taking into their employ the graduates of the school. The curriculum has been modified from time to time and embraces foreign languages, commercial law, commercial geography, commercial products, lectures on railroad tariffs and administration, laws of transportation and shipping, life insurance; study of chemical products, practical exercise in telegraphy, postal laws and service, calculations in exchange with the most important commercial centers, etc. The pupils travel abroad with their instructors in search of such information as can not be obtained at home. The school aids the graduates in securing positions in their own and other countries, and encourages them to establish commercial houses in foreign lands.

Germany followed the example of Austria and is now the foremost country in schools of commerce, with a mercantile trade that, despite her inland position, is increasing faster than that of England. France has seven higher and four secondary schools of commerce. Here, too, the impetus toward commercial training was given by business men.

As illustrating the comprehensiveness of the courses in these schools we note the following under economic geography: Pupils study the territorial formation, population, nature of soil, climate, products, cattle-raising, forests, fishing, mineral products, mines, quarries, means of communication, navigable rivers, canals, railway routes, seaports, merchant marine, navigation companies, postal and telegraph service, systems of duties, treaties, weights and measures, money, reasons for prosperity, social condition, and character of the people in foreign countries.

The United States has 397 so-called commercial and business schools; most of them merely departments in colleges and high schools, serving as cushions to break the fall of pupils who are dropped from the regular classes. Of the 80,662 pupils nearly one-half are in the amanuensis course, and 25,489 are women.

This kind of commercial education may fit one for the business of a corner grocery, but will prove inadequate for trade with foreign ports. With our recent conquests beyond the seas we are beginning to realize what it might mean to be a great commercial nation. It was probably the acquisition of Cuba and the Philippines that caused Superintendent Andrews of Chicago to advocate the teaching of Spanish in the public schools, and Professor James to advocate the establishment of a commercial course for the high school. The suggestion comes in this case from school men, but it should be carried out on the business men's plan. Chicago, New York and San Francisco are well fitted for genuine, thoroughgoing schools of commerce which should be of wider scope than is possible in a department of a high school, and to which boys should not be admitted until they are sixteen or eighteen. If we are to be a great nation let us prepare for it. Let Chicago have a school as far-reaching as those of Leipsic and Vienna, sending her graduates into every land to establish commercial enterprises and open new ports for the growing mother-country.

Memorable Dates of the War.

THE chronology of important dates of the war and events immediately preceding it is not a long one, but valuable to all students of history. This table gives every date worthy of precise recollection:

Feb. 15—Destruction of the Maine.
April 19—Armed intervention ordered by Congress.
April 22—Nashville fires first shot of the war.
April 23—President calls for 125,000 volunteers.
April 25—Declaration of war by the United States.

May 1—Battle of Manila.

May 11—First naval engagement in Cuban waters, the Winslow fight.

May 12—Bombardment of San Juan, Porto Rico.

May 19—Admiral Cervera arrives at Santiago.

May 24—Oregon arrives off Florida after a voyage of 13,000 miles.

May 25—President calls for 75,000 more troops.

June 3—Lieutenant Hobson sinks the Merrimac in Santiago harbor.

June 10—Invasion of Cuba by Americans commences.

June 11—Battle of Guantanamo.

June 20—Ladrone Islands taken.

June 22—General Shafter lands at Baiquiri.

June 24—Battle of Baiquiri.

July 25—Sevilla captured.

July 1-2—Battle of Santiago.

July 3—Destruction of Admiral Cervera's fleet.

July 14—Santiago surrenders.

July 25—General Miles invades Porto Rico.

July 26—Spain makes peace overtures.

Aug. 2.—Arroyo and Guayama, Porto Rico, surrender.

Aug. 3.—French ambassador confers with President McKinley for Spain.

Aug. 5.—Spanish forces in Porto Rico ordered not to resist.

Aug. 6.—Spain accepts peace terms of the United States.

Aug. 12.—M. Cambon signs protocol. Hostilities cease.

WHAT UNCLE SAM HAS PAID FOR WAR.—Estimating liberally that the expenses of the war were $1,000,000 a day since April 25, the war has cost the government $114,000,000. But there are some items to be added to this which raise the grand total to $160,000,000. But as it is it appears that the popular loan of $200,000,000 is more than enough to meet all the expenses of the conflict.

AMERICAN NAVY'S RICH PRIZES.—The number of merchant and other vessels flying the flag of Spain or violating blockade laws and captured by our men-of-war is 47. Rich prize money will go to the brave tars of the American navy when the courts have finally adjudicated their claims.

SPAIN'S HUGE PENALTY FOR WAR.—Spain, for the sake of false pride, bigotry, politics, and a child king, has buried in the depths of the sea thirty-five vessels of her navy, valued at $36,500,000. By their rusting hulks lie the bodies of more than a thousand gallant sailors. Spain has surrendered in territory to the United States directly Cuba, with a population of 1,500,000 and an area of 45,000 square miles, and Porto Rico, with an area of 3,670 square miles and

a population of 810,000; also the Ladrones Islands, area 417 square miles and population 15,000. Her total direct loss of territory in square miles is 49,087, and loss in population 2,325,000. She has also jeopardized, probably beyond all future control by her, the Philippine Islands, with an area of 114,326 square miles and a population of 8,000,000. So that in the end it appears the Spanish kingdom, for the sake of the wrong, has given up 165,000 square miles of territory and over 10,000,000 of taxpaying population.—*E. W. Cavins in School News.*

Official Directory of the United States.

EXECUTIVE.

PRESIDENT, WILLIAM M'KINLEY.
Secretary of State, Col. John Hay.
Secretary of the Treasury, Lyman J. Gage.
Secretary of War, Russell A. Alger.
Secretary of the Navy, John Davis Long.
Secretary of the Interior, Cornelius N. Bliss.
Secretary of Agriculture, James Wilson.
Attorney-General, John W. Griggs.
Postmaster-General, Charles Emory Smith.

LEGISLATIVE.

President of Senate, Garret A. Hobart.
President of the Senate, pro. tem, William P. Frye.
Speaker of House, Thomas B. Reed.

JUDICIAL.

(United States Supreme Court.)
Chief Justice, Melville W. Fuller.

EMBASSADORS AND MINISTERS TO FOREIGN COURTS.

England,
France, Gen. Horace Porter.
Germany, Prof. Andrew D. White.
Italy, Gen. William F. Draper.
Austria, Charlemagne Tower.
Turkey, Oscar Strauss.
Russia, Hon. Clifton R. Breckinridge.
Spain,
Japan, Hon. Alfred E. Buck.
China, Edwin H. Conger.
Mexico, Powell Clayton.
Hawaii, Harold M. Sewall.
Belgium, Bellamy Storer.
Greece, Eben Alexander.
The Netherlands, Stanford Newel.

Switzerland, Hon. G. A. Leishman.
Brazil, Charles Page Bryan.
Denmark, Prof. L. S. Swenson.

CHIEF CABINET OFFICERS.

(Variously called Premier, Prime Minister, Secretary of State, etc.)

United States, John Hay.
Great Britain, Lord Salisbury.
France, M. Meline.
Spain, Prince Sagasta.
Russia, Count Michel Muravieff.
Germany, Prince Hohenlohe.
Italy, Count Rudini.
Japan, Count Matsukata.
Austria, Prince Badeni.

—*American Journal of Education.*

The Philippine Islands form the northern section of the Eastern Archipelago, which comprises a vast number of islands, said to be about 2,000, ranging in size from mere jutting rocks and reefs to islands of about 40,000 square miles in extent. The chief islands of the group are Luzon and Mindanao. Some of the other of the larger islands are Mindoro, about 9,000 square miles in extent; Palawan, 5,500; Samar, 5,000; Panay, 4,500; Negroes, 4,300; and Leyte, 3,000. The total population of the Philippine Islands is estimated variously from 7,500,000 to 9,500,000.

The islands are rich in various products. There are vast forests containing a great number of dyewoods, medicinal and other useful plants. On the plantations several varieties of rice, maize, sugar cane, cotton, coffee and tobacco are grown. There are rich deposits of coal, iron, copper, as well as gold, lead, silver, cinnabar, quicksilver, marble and fine building stone.

The original inhabitants of the islands were said to be the Negritos, but they have been all but exterminated, being reduced to a few isolated groups, and numbering less than 20,000 altogether. The great bulk of the population is Malaysian, and as far as religion is concerned they are

mostly Mohammedans or nominal Catholics. The islands are governed by a governor-general, and a captain-general, under them are four governors. Manila, the chief city, has a population of about 270,000.—*Christian Advocate.*

William Ordway Partridge: "Let us unfold the whole nature of the child, and not a little corner of it. . . . It is just as important to hang reproductions of great paintings and frescoes upon the walls as it is to place books under their eyes."

Horace Mann in his famous Seventh Report: "Massachusetts has the honor of establishing the first system of free schools in the world; and she projected a plan so elastic and expansive, in regard to the course of studies and the thoroughness of instruction, that it may be enlarged and perfected to meet any new wants of her citizens to the end of time."

Ida C. Bender, supervisor of primary grades, Buffalo, N. Y.: "In no other direction does the superiority of the good primary teacher of to-day stand forth more prominently than in this one of providing healthful, interesting, profitable occupation for her little ones at their desks—occupation that leads to the formation of correct modes of thought, results in a habit of diligence and industry, and establishes a capacity for self-help, without risk to the physical well-being of the young child."

Superintendent Irving W. Horne, Braintree, Mass.: "Algebra, Latin, and geometry should be introduced into the grammar schools. Algebra should not be taught as a science, but as an easier process than the arithmetical; constructive geometry should be taught in connection with drawing, and Latin is easier learned at twelve than at fifteen."

WORKINGS OF THE CHILD-MIND.

LITTLE PILL.

THEY found him one evening, just at dark, leaning against the gatepost, sobbing bitterly. When asked his name whence he came, whither going, he made no reply. When brought inside into such light and comfort as Jim Hinds' wretched household afforded, he was seen to be a child of five or six years, travel-stained and weary, with brown curls tangled from lack of recent brushing and with shoes almost falling off his feet from long walking on stony highways.

He turned his great, brown eyes, still wet with tears, upon Mr. Hinds' face, searching it eagerly yet fearfully for a gleam of friendliness or sympathy. Finding nothing in its hard, sinister lines to reassure him, he scrutinized Mrs. Hinds in the same manner. Then, holding out both his hands, he took a timid step towards her, still gazing in her eyes beseechingly.

The mute appeal found its way to some cobweb-grown, corner of the woman's heart. She reached out to take the child's hands; but the thought of her husband deterred her. She rose and brought some bread and milk, giving it half furtively as though she feared reproof. To all her questions and to the man's jibes the waif remained silent, nor did he so much as look toward the speaker.

The little lad was deaf and dumb.

He shrank into a corner trying to escape the man's harsh notice, and almost before he had eaten the last mouthful he lay on the floor in the heavy slumber of exhaustion.

Inquiry next day and on many succeeding days failed to discover his parents. No one knew aught of him. No one had seen him come or knew the road by which he came, for he had reached this house in the outskirts of the village in the dusk of evening. He was a nine days' wonder to the occupants of the neighboring tenements. They straggled

in one after another to look him over and discuss the mystery of his advent. Each newcomer was met by the same quick, eager glance from the child, followed by a look of disappointment that grew deeper day by day. The little stranger was hoping for someone, longing for someone who never came.

After a time people ceased to feel curious and came no more. It became evident that no parents would claim him, and that no one cared to take him off Hinds' hands. Neither was he likely to take himself off, for he showed no inclination to resume his travels. If it had been love of adventure that impelled his first setting forth, he seemed to have had enough of it. His position in the household became precarious. The master was ill-pleased at having this interloper about, and the timid wife dared not espouse the child's cause openly. She did not love him; did not want him. But on one pretext or another she postponed turning him adrift to wander from house to house like an abandoned kitten in search of food and kicks.

They called him Deafy at first, but on his undercloth-ing, embroidered in red silk, were the letters P. I. L., so he came to be known as Pill Hinds. Week by week little Pill's face became thinner and sadder, and the pathetic hunger in his eyes grew deeper as he stood by the gate watching and waiting. But weeks slipped into months and months into years, and it came to be accepted as inevitable that the boy was to remain where he was—accepted by all but the boy himself.

When, after months of waiting, he ceased to haunt the gate, he suddenly developed a great interest in drawing. He scrawled in the sand with sticks, on the side of the shanty with soft red stone, on paper with pencil when he could obtain them—crude sketches at first, taking shape as he became more skillful, till out of the chaos emerged a house with wing, porch, and tower—always the same house, as if he were trying to fix it in his memory. As he grew older and was sent up-town on errands, he scrutinized each

face more and more narrowly as if he realized that what he sought grew more obscure with lapse of time. Often when he was not helping about the house or in the garden, Mrs. Hinds would miss him, and she learned that the place to seek him was on the top of a hill beyond the edge of town. Over the crest of this hill two roads crossed, leading to the four points of the compass. Here the child would stand, gazing by turns down one road and then another, far out toward the horizon as though he were interrogating the four quarters of the globe. Lean, overworked Mrs. Hinds was a woman with but little native sentiment, and such as she had once possessed had not been nourished in the atmosphere in which she lived; but whenever she found the boy gazing thus she was awed by the tragic expression of his countenance and crept down the hill without disturbing him. She had her own suspicions of what it meant; she had noticed that the lad always sought this place at the first opportunity after Hinds had beaten him. For, as he grew up and more labor was required of him, the difficulty of making him understand what was wanted won him many a cruel blow from his foster father.

Matters had gone on in this way for nearly six years, when one day a lady and gentleman came to the house asking to to see the deaf and dumb boy. A peddler, stopping at their home three hundred miles away, had been struck by the resemblance between a portrait on the wall and the face of a waif he had seen years before on his travels. "Looks just like him, only not so poor nor so pitiful-eyed," he said.

The portrait was of their lost son, whom they had taken to a school for deaf and dumb children, and who had mysteriously disappeared a few days later. Diligent search had been made for him, but all to no avail. The distracted parents could never learn whether some mishap had befallen him, or whether he had been homesick and had attempted to find his way back on foot. The peddler had been much impressed with the sad-eyed boy and had in-

quired concerning his history. From what he told them of the time the lad came to Hinds' home, of the mark on the clothing, etc., they were convinced that this must be the son whom they had given up in despair.

And now again little Pill became a nine days' wonder. The singular circumstances of the departure no less than those of his coming combined to interest the public. Scarcely a person in the village failed to hear the details of the story: how his parents had found him, frail as he was, carrying hods of brick and mortar for some builders—for as Hinds explained, he thought he'd make an architect out of him, he seemed so fond of drawing houses; how he had looked at the strange man and woman with face flushing and paling between hope and doubt; how he had embraced them passionately and again held them away, studying their faces critically as if he could not be sure; how he had brought a battered box from under his bed and had taken from it his drawings of the house with porch and rounded tower and had seemed to be asking if it was from thence they came; how he had stroked his mother's prematurely white hair, shaking his head doubtfully as though that was not the hair he remembered, and then had clung to her sobbing hysterically, realizing that she too, had suffered; how he had clutched them tight, a hand in each of his, refusing to let them go as if fearing they might escape him; how he had led them to the cross roads on the hill where in the grass his tramping feet had worn an outline of the house—his childhood's home—and, still holding to a hand of each, had led them about on the hill facing each point of the compass in succession, glancing excitedly down each road and up at them as if saying, "Which way? Quick! Quick! Let us be going;" how he had reached home at last and had embraced his brothers and sisters in an ecstasy of delight, yet weeping as though his heart would break; how he had feared to sleep lest he should waken to find it a dream, and had lain all the first night with his poor bony arms clasped tight around his brother, shivering and sob-

bing for joy; and how not until daylight came did he fall asleep assured that home and affection were his once more and the end of the long road on which he had set out six years before was reached at last.

All this the villagers told each other, wondering and self-reproachful, dimly realizing when too late the infinite hunger for sympathy that had weighed upon the heart of the speechless waif through all those long, loveless years.

CLARA KERN BAYLISS.

Quaint sayings and doings characterized the children who attended the Chicago vacation schools which were open during July and August of this year. Particularly when the little ones were taken to the country—there was an excursion each week—were they a source of delight to the directors and teachers of the schools. Many of them had neve rbeen on a streetcar, a train or a boat, and the commonest sights of country life were wonders to them. Here are a few of the funny things that happened:

The first trip was to Lincoln Park. One of the boys, seeing a chicken, asked: "Teacher, wot's dat t'ing?"

"That's a chicken. It's the——"

"Wot yer givin' me? Dat ain't no chicken. It's got fedders on. I know a chicken, I guess. My ma she hed a chicken onct fur dinner, 'n' it didn' hev nut'in on but skin."

———

On the same excursion Superintendent Milliken noticed a small girl holding tight to her seat in the cable car. Her face expressed supreme bliss and he was moved to find the cause. "Are you having a good time?" he asked.

An ecstatic smile and two or three vigorous affirmative nods were his answer. He proceeded: "Have you ever been on a car before?"

Gulping down her emotion, the little maid answered, with a shy duck of her head: "I've hitched on lots o'

times, but I never set up straight like this before. Oh, I'm so happy."

Out on a farm that was visited by the schools a lad was chasing a bumblebee. The director called to him to let it alone. "M'm!" came the gasping answer from the meadow, "he's a Spanish bug and I got to git him. See them yeller stripes?"

In another moment the bee was a captive and had buried its sting in the boy's hand. With a howl of pain he released his prisoner and shouted to the director: "You bet he wuz a Spaniard. He jes' sticked his stilletter into me."

The feeling of patriotism was intense among the children. Each of the pupils wore a badge on the trips to the country, and every class had a different color, but all of them refused to wear yellow ribbons. "We ain't no Spaniards!" one girl said, with a scornful whiff at the bright-colored piece of silk in the teacher's hands. "I don't want the other fellers to lick me fur a enemy," a boy remarked, as he put back the proffered token. And some such answer came from every class.

Two boys were overheard talking on the whaleback steamer on which the schools were taken to Milwaukee.

"D'you s'pose Dewey's ships wuz ez big ez dis 'n, Jimmy?" one of them asked the other.

"Naw!" was the reply, spoken in tones of biting contempt. "Dewey never seen a boat as big as dis."

Trial by a jury of peers was instituted by some of the teachers in cases where boys were very unruly. One of the youngsters was so naughty his classmates decided that he should not go on any more of the excursions. But on the morning of the next trip to the country the outcast turned up at the railway station as if nothing had happened. The teacher said to him: "Tom, don't you remember that the

class told you you could not go on any more excursions because you will not be good?"

"Yes'm, I know dey did," Tom answered, dismally. "But if you'll jus' try me dis time I'll be good. Cross my heart I will. Please lemme go, teacher."

"I have nothing to do with it now. I will ask the class what they think about it. Boys and girls," she said, turning to the class, which was standing open-mouthed watching the scene, "Tommy promises to be good, and wants to go with us to-day. What shall we do about it?"

There was a moment of silence, during which Tom looked imploringly from one to the other—class and teacher—then a small boy spoke up: "Teacher, mightn't we try him again? If he ain't good this time we can pound him, you know."

"Yes," came the chorus, "try him again, and if he ain't good we'll pound de stuffin' out of him."

"That boy was a perfect angel that day," the teacher said afterward. "But I could not tell whether his good behavior was due to the moral effect of the lesson or the fear of punishment by his comrades."

As the train stopped at Thornton on the first railroad excursion one little miss, whose ideas of the geography and size of America were somewhat hazy, whispered in an awe-struck voice to the teacher: "Is this still the United States?"

A hospitable farmer at Bowmanville whom the school visited had provided a barrel of lemonade for his guests. They stood in line and were served in turn with bread-and-milk bowls filled with the liquid. As the party waited for a car on the homeward way one of the boys threw himself on the grass with a weary sigh. Mr. Milliken, observing the youngster, said: "What's the matter, John? Are you sick?"

"I'm pretty near it," was the response. "I had six bowls of that stuff, and I'm just ready to bust."

"Six bowls! How did you manage that?" the superintendent asked, laughing.

"Oh, I got in the line six times, and," giggling, "the feller did'nt ketch me."

"There goes a fu-ner-al! There goes a fu-ner-al!" sung out a little girl as she waited in the door of a railway station. She saw a cab passing. "Somebody's daid! There goes a kerridge!" Her only ideas of cabs and carriages were connected with death and she could hardly be made to understand that they were pleasure vehicles as well.

Examples of thrift were not wanting. One boy, out at the Sweet farm, Glenwood, bargained with a man who had a wagon-load of watermelons for two of them. These he cut into many slices and, finding a fallen tree, spread out his wares for the accommodation of his friends and companions. At a cent a slice he cleared 32 cents on the transaction.

Another young merchant made a practice of taking a supply of bottled pop with him to the woods. He would refuse to sell until heat and thirst made his customers willing to pay any price for the luxury, and then he reaped a harvest of pennies.

"Teacher, here's a gun for you to keep them kids good with," a boy remarked as he placed a pistol on the teacher's desk one morning. The day before had been particularly stormy and the little fellow was coming to the rescue as best he knew how.—*George Curtis Warren in the Chicago Record.*

* * *

SELF-EVIDENT.

A little four-year-old girl was visiting among some very religious relatives who asked her whether her father was a Christian.

"My papa?" she said. "Oh, no, papa is not a Christian, he is a lawyer."

HELEN R. WELLS.

Akron, Ohio.

SCRAPS OF "HIGH-CHAIR" PHILOSOPHY.

REPORTED BY SUBSCRIBERS.

On Sunday little Isabel, aged five, had learned at Sunday school the golden text, "I have fought a good fight, I have finished my course, I have kept the faith." On Monday after she had been rather combatively playing with one of her little neighbors out in the yard, and her mother asked for the golden text when she came into the house, she replied: "I have fought a good fight, I have finished of course, I have lost my faith." P. W. R.

Morris, Minn.

JUSTLY ACCUSED.

I went to visit some "country cousins" once upon a time, and, according to a custom that I hope has become obsolete, the children were made to wait for their dinner until all adults had eaten.

At table I was helping myself to chicken gravy but paying more heed to the conversation between myself and host than to aught else, until my attention was called to the too-liberal supply on my plate by a shrill little voice from somewhere in the background, piping out: "Say, save some of that for us." It is hard to say who was the most embarrassed, the parents or myself, although we had all more occasion to feel conscience-stricken than the poor little fellow who, of course, was at once banished.

CORRECTED.

It was this same youngster who, when I had made friends with him later, remarked:

"Say, you say 'to-morrow.'"

"And what should I say?" I asked.

To which he replied:

"Why, 'to-mar.'"

It was not Master John's fault, therefore, if I was not much benefited by my visit.

LITTLE TED'S LESSON.

"Come Teddy," said Mrs. West, "It's time for the cows to come home."

But Teddy was reading a story about a shipwreck, and did not want to be disturbed just then.

"O mother, wait a little while," he said.

But soon a man's face appeared at the window. "Edward, the cows!" said Mr. West, and when he spoke like that, Teddy lost no time in obeying.

Sulkily he laid down his book and walked through the kitchen, where his mother and sister were cooking the supper.

"I hate cows!" Teddy grumbled, as he walked slowly across the pine floor. "They're a bother, and I wish we didn't have any. I wish nobody had any. Cows are no good anyway. I hate cows!"

An hour later the cows were safe in the barn, and Teddy was in a better humor. He was hungry, too, after the walk to the meadow and back.

A fine round of meat was smoking on the table, but there was none on Teddy's plate.

"This is beef," said Mr. West. "I did not give you any, because you hate cows." Teddy opened his mouth, and then closed it again without a word.

"I will not give you any butter, Teddy," said Mrs. West, "because we get our butter from the cows, and you hate them so."

Hester poured out the milk for the others, but to Teddy she gave a glass of water.

"Cows are such a bother," she said, soberly. "I know you don't want any milk."

Teddy looked wistfully at the plate of cheese, but it was passed to every one but him. And, worst of all, when the custards came in, sweet and brown, in their little cups, Teddy was passed by.

"Of course you wouldn't eat custards, for they are made

mostly of milk; and cows are no good," said Aunt Hetty.

Teddy looked as if he would cry.

"I—I haven't had anything to eat," he blurted. "Just bread without any butter, and potatoes and water. I wish I hadn't said those things about cows."

Everybody smiled then, and no one objected when Hester slyly passed to him a cup of custard.—*The Youth's Companion.*

Professor Alfred Bayliss of Streator, Ill., is the Republican nominee for State Superintendent of Public Instruction in that state. He is one of the editors of the CHILD-STUDY MONTHLY, and an educator of prominence.—*Inland Educator.*

J. L. Spalding, Bishop of Peoria: "Public education is a people's deliberate effort to form a noble race of men."

A little Pennsylvanian was sitting on the floor playing with his blocks. Presently he looked up at his mother and asked: "Ma, can God see everything?" "Everything, Harry." He returned to his blocks again, but evidently did not drop the subject from his thoughts, for he soon asked: "Can he see the back of his own neck?"

Little Harry—"Pa, why do they call them stump speakers?" Pa—"Well, I guess it's because so many of them are stumped when you ask them to explain where they got their figures."—*Cleveland Leader.*

"Job must have been a fast boy," said a little fellow in a Sunday-school class.

"Why do you think so?" asked the teacher.

"'Cause the Bible says he cursed *the day he was born*," was the reply.

ANGLO-SAXON SUPERIORITY.

One of the books of the year in English, as it was the book of the year before in French, is the work of M. Edmond Demoulins on the superiority of the Anglo-Saxon, the English translation now being made from the tenth edition in Paris. The book, a plain, matter-of-fact and wholly literal examination into the reasons why the Anglo-Saxon race is occupying the world, and the French taking a subordinate place in comparison with it, has been received by the critics of France, not with a howl of the chauvinism or patriotism gone to seed, which is only too characteristic of the nation, but with much humility as inculcating a bitter yet necessary lesson.

As the judgment of an intelligent foreigner is always worth having, representing, as has been pointed out before, much the same view that is to be taken of us by a coming generation, it is worth while listening to M. Demoulins. He begins at the beginning, taking the English or American child in school and contrasting him with the youth of similar position when similarly placed on Gallic soil. He finds first of all that the embryo Frenchman is sent away from home to be instructed for almost the sole purpose of gaining knowledge enough to pass one of the governmental examinations for the better posts in the civil service. From the tenderest age the French lad is made to believe that earth has no such boon for the person of average ability as a post under government where the duties are comparatively light, the emoluments considerable, the tenure of office secure and the establishment in life almost an absolute certainty, a pension awaiting the close of active service for the state.

Placed in school with this in view, the French boy gives himself up to his studies with an intensity which would alarm any healthy English-speaking lad as well as his parents. Play, pastime as we understand it, baseball, football, cricket,

golf, shinny or la crosse, tennis, hare-and-hounds, any one of a mentionable score of recreations common in every school in England, America or the colonies is unknown to your French lad. By preference he takes short walks—never the long breathers of his rival in the future business of the world, never going far from the great barrack of a place where, sleeping scores in a single room without partitions, he is turned out just like his fellow, a machine-made product if there ever was one. And solid attainments in the sense in which we use the word are not his goal by any means. Your French instructor is engaged in getting into his pupils' heads just so much as may enable them to pass the required scholastic test with the utmost certainty, and nothing more. For rounded culture or the ability to get the utmost out of life he has no time to care. From infancy, therefore, the boy in la belle France is taught to be dependent upon somebody. His father struggles to give him a substantial contribution toward a settlement in life at the time of his marriage, just as the father of his future bride pinches and scrapes to get together the dowry without which his daughter cannot hope to enter the bonds of matrimony. Another significant thing pointed out by M. Demoulins is the matter of a home. His countrymen live for appearance, not comfort. Whether the Frenchman inhabits an apartment or house of his own, the living-rooms and chambers are small and unprepossessing, the space being giving to the drawing and dining-rooms wherein the outside world is entertained.

Now, it is an undeniable fact, the author goes on to show, that the Frenchman, as might be expected from this sketch of his career, ending as it does in his obtaining a good position in some governmental bureau and being happily married to a bright, beautiful and well-dowered girl of his own rank in life, is averse to doing what the American so happily calls "taking chances." He does not go away from his parents any great distance any more than he took long walks away from his school. He is not a success in a colony

and does not seek his career there—rather is his heart set on making a fortune abroad for the sole purpose of spending it at home. Of the life which has given Great Britain so great a share of the globe, of the life which has just added the Sandwich Islands to the domain of the United States he knows nothing and cares less. Possibly the most curious feature of this is the contrast which the French race, as seen in Canada, is presenting. The "habitat" is settling abroad and making a good American citizen of himself, while his cousin from the motherland is merely a sojourner in this country, attracted hither by the tales of quickly amassed riches, not soon to be gleaned and garnered in his own country.

M. Demoulins, since he is writing for his countrymen, takes up most of his book in showing what it is the Anglo-Saxon does to fit himself for living anywhere on the surface of the globe, a procedure needless here. Every American can supply the omitted details from the experience of his next-door neighbor if not from his own life.—*Chicago Daily News.*

THE SCHOOL GROUNDS.

It will not be difficult to educate schoolboys to respect flower-borders, window-boxes, vines, and shrubbery, if teachers themselves will display intelligent interest and affection for the school grounds. When these are of considerable size, a great educational field can be opened by teachers who know something of botany, plant-growth, and forestry. Such surroundings can be employed to the highest advantage in cultivating in children observation, and in imparting elementary ideas of natural science. How many teachers are there who care for these things or are qualified to instruct children in the laws of plant-growth? We apprehend that there are comparatively few who do not need an elementary education in botany and forestry. The beginning of this educational reform really lies with the teachers themselves.—*New York Tribune.*

WHILE THE HEART BEATS YOUNG.

While the heart beats young! Oh, the splendor of the spring,
With all her dewy jewels on, is not so fair a thing!
The fairest, rarest morning of the blossom-time of May
Is not so sweet a season as the season of to-day,
While the youth's diviner climate folds and holds us, close caressed,
As we feel our mothers with us by the touch of face and breast;
Our bare feet in the meadows and our fancies up among
The airy clouds of morning--while the heart beats young.

While the heart beats young and our pulses leap and dance,
With every day a holiday and life a glad romance,
We hear the birds with wonder, and with wonder watch their flight,
Standing still the more enchanted, both of hearing and of sight,
When they have vanished wholly, for, in fancy, wing-to-wing
We fly to heaven with them, and, returning, still we sing
The praises of this lower heaven with tireless voice and tongue,
Even as the Master sanctions--while the heart beats young.

While the heart beats young! While the heart beats young!
O green and gold old earth of ours, with azure overhung,
And looped with rainbows!—grant us yet this grassy lap of thine—
We would be still thy children, through the shower and the shine!
So pray we lisping, whispering, in childish love and trust,
With our beseeching hands and faces lifted from the dust
By the fervor of the poem, all unwritten and unsung,
Thou givest us an answer—while the heart beats young.

—*James Whitcomb Riley.*

AMONG THE BOOKS.

School Reading by Grades. By James Baldwin. American Book Company. New York, Cincinnati and Chicago.

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sylvania its coal and oil fields. We descend into the iron and copper mines of Lake Superior, climb the Alaskan glaciers and hunt the moose and bear with the Hudson Bay traders.

The natural wonders of Niagara, Yellowstone Park and the Pacific coast are contrasted with the wonderful engineering feats of the Mississippi levees, the ship canals of the Great Lakes and the irrigation system of the far west. Nor are the Indians forgotten on their reservations or the Canadians in their beautiful northland. Mexico is visited with its high mountains, its fertile plateaus, and its queer people and customs. Lastly we take a look at Central America and the contemplated canal.

Withal, not a dull line is to be found in the book, but each description is so replete with interest that one picking it up with a review of it in mind, finds it impossible to lay it down until the last page is finished. It is not merely an unexcelled supplementary reading book for school children, but might well be added to the library of any one wishing to be well-informed about his own country.

EXCHANGES.

The North American Practitioner. It frequently happens that the medical journals contain articles of prime importance to school teachers. *The Practitioner* and also *The Journal of the American Medical Association* for June contain articles by Dr. Frank Allport, instructing teachers how to detect defects of sight and hearing in children. Both these magazines contain cuts of *Snellen's vision chart* for schools. The chart consists of lines of letters varying in size from very large to ordinary print, and beside each line is written the distance at which the pupil should be able to read it. Accompanying each chart are directions for its use. Dr. Allport says with truth that dislike of study often comes from headaches caused by defective vision.

The American Primary Teacher, Boston, is one of the most attractive magazines that comes to our table. It is full of exercises for the children and hints for the teacher, and the work outlined is of such delightful nature that if any occupation could be more agreeable than using the magazine in the schools, it must be editing it. The October number could not be bettered.

The American Journal of Education for October contains portraits of Eugene Field, Mrs. Field, Roswell and Ruth Field. with a sketch of the life and extracts from the writings of the poet. In a supplement are the pictures of Harriet Beecher Stowe and her home at Hartford.

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DECEMBER, 1898
Vol. IV ✠ No. 6

THE CHILD-STUDY MONTHLY

Edited by
William O. Krohn
Alfred Bayliss

ALFRED BAYLISS.

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CONTENTS FOR DECEMBER, 1898.

EDITORIAL, - - - - - - - - - - - 321

THE DOMESTIC TRAINING OF OUR DAUGHTERS,
Jean Sherwood Rankin 332

CAUSES OF MINOR MENTAL ABNORMALITIES,
Translated by Dr. C. C. Van Liew 342

CHILDREN'S LITERATURE, - - - *Amelia D. Alpiner* 347

LANGUAGE TEACHING FROM THE CHILD-STUDY POINT OF VIEW,
Dr. Maximilian P. E. Groszmann 354

"THE TWO ORPHANS," - - - - - - *John Jayfred* 361

THE NEW BOY (POEM), - - *Harrison Eastman Patten* 364

THE EDUCATIONAL CURRENT, - - - - - - - 365

WORKINGS OF THE CHILD-MIND, - - - - - - 381

AMONG THE BOOKS, - - - - - - - - - - 383

The Child-Study Monthly

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The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

Vol. IV DECEMBER, 1898. No. 6

EDITORIAL.

Alfred Bayliss.

IN NO State Convention of any party were the demands of the educational interests more clearly voiced or better hearkened to than in the last Republican State Convention of Illinois, when Mr. Alfred Bayliss, Principal of the Streator High-School, and Editor of THE CHILD-STUDY MONTHLY, was nominated to the office of State Superintendent of Public Instruction. In no election was the ratification of such a nomination more complete than in the recent one, when Mr. Bayliss was chosen to fill this high office. It is evident on the face of the returns that many who held the educational interests of the state above those of party, voted for him. Their confidence in Mr. Bayliss is certainly justified by his past history as an educator. Many of the readers of THE CHILD-STUDY MONTHLY know him full well, for it is he who has written the educational sketches comprising the department known as "Educational Current," as well as many of the editorials, the directness of which made these contributions of his to THE CHILD-STUDY MONTHLY seem like personal letters to each reader who has had the privilege of enjoying them.

At the request of many of our readers we publish the following brief biographical sketch of the man whose magnetic personality and comprehensive views are to exert a moulding influence upon, and mean so much to, the educational interests of Illinois—the Imperial State of the West—for at least the next four years.

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Mr. Bayliss received the rudiments of his education in the public schools of Cleveland, O., and Hillsdale, Mich. At the age of sixteen he enlisted as a private soldier in Company H., Eleventh Michigan Cavalry, and saw active service in Kentucky, Virginia, Tennessee, North Carolina, South Carolina and Georgia, receiving an honorable discharge in 1865, as corporal, having in the meantime had the honor to decline a commission as lieutenant.

Being discharged, he took up his education where he left off when he laid aside his school books for the implements of warfare. By his own industry, without one dollar of help from any source except the product of his own industry, and what his credit commanded towards the end of his course, he acquired a collegiate education, a feat more difficult thirty years ago than now. He entered Hillsdale College at Hillsdale, Mich. By rigid economy, teaching in the country schools, acquiring a practical knowledge of human nature and laying the foundation for the success that has attended his efforts since graduation, he worked his way through college and was graduated with honor in the class of 1870.

Hillsdale College has educated many active and useful men and women. Among the number, Will Carleton, the poet, whose ballads are so popular, was one of the class of 1869. Mr. Bayliss made his way through his *Alma Mater* with credit and decided to devote his life to educational work.

He was County Superintendent of Lagrange County, Indiana, from 1871 until 1874, when he resigned to take charge of the schools in District No. 3, Sterling, Ill. In this thrifty and progressive city Mr. Bayliss developed a system of schools equal to any in the state. He continued in charge of the Sterling schools from 1874 until 1894, without intermission, save two years devoted to newspaper work as editor of the *Sterling Standard*. In 1894 he was a candidate before the State Republican Convention and received the almost undivided support of the central and northern portion of the state.

Mr. Bayliss was chosen first assistant clerk of the lower house at the session of the 39th General Assembly of Illinois and filled the position with marked ability and personal popularity. After the adjournment of that body, he became associate editor of THE CHILD-STUDY MONTHLY. In the fall of 1896 he was called to take charge of the Streator Township High-School, which place he will resign to assume his new duties.

He has been president of the Northern Illinois Teachers' Association, vice-president of the Illinois State Teachers' Association, a member of the State Central Committee on Educational Progress, the leading committee of the State Teachers' Association, is now a member of the sub-committee on legislation of the above-named larger committee. He has also served as state manager from Illinois, of the National Educational Association. Mr. Bayliss is well acquainted with the needs of the public schools, in all the grades and classes, from the modest country district-school to the highest institution of learning. His knowledge of the requirements of the successful teacher makes him a wise and helpful adviser. As a speaker, he is earnest, forcible, ready and convincing.

The schools of the state cannot be entrusted to safer hands. His practical knowledge of business, persons and things eminently fits him for the position, and he will certainly prove to be a worthy successor to those great superintendents, Batemen, Edwards and Raab.

Mr. Bayliss will continue his editorial relations with THE CHILD-STUDY MONTHLY. W. O. K.

A Commercial High School for Chicago.

PRESIDENT GRAHAM H. HARRIS of the Chicago Board of Education, ever on keen-edge to do the most for the children of his great city, has been giving careful study to the subject of Commercial High Schools, with a view to establishing at least one such school, broadly con-

ceived, well planned, competently officered as part and parcel of the public-school system of Chicago.

Mr. Harris is proceeding along the right lines in his investigation as to the desirability of such schools by appealing to business and professional men interested in the practical affairs of life. In proposing any educational reform the leaders often make serious error by consulting only the men who are engaged in educational work pure and simple. Both the educators and practical business people should be appealed to for their views in order to get what Dr. Oliver Wendell Holmes chose to designate "the parallax of thought and feeling as they appear to the observers from two very different points of view." If we wish to get the distance of a heavenly body we must take two observations from remote points of this earth's orbit—in midwinter and midsummer, for instance. So, to get the parallax of educational truths, we should make observations from the position of the laity, as well as the teacher. A practical ring is certainly as good as a scholastic rattle, any day of the week.

This endeavor of Mr. Harris and his colleagues on the Chicago board is a most worthy enterprise. It will, if properly carried out, hold more children in the schools that would otherwise drop out at the end of the eighth grade. It will prepare children for a high-grade citizenship, but a citizenship that gains its enrichment and is invigorated from contact with the everyday affairs of the business world. The graduates of such a high-school will come to know "human nature in its shirtsleeves," and be all the better for it.

To Save Pennies.

THE CHICAGO PENNY SAVINGS SOCIETY has been granted articles of incorporation by the authorities at Springfield, the incorporators being the Rev. R. A. White, Franklin MacVeagh and Elbridge G. Keith. The society is without capital stock

and has been incorporated, for reasons of business convenience.

It is this organization which introduced the penny-savings system into the public schools of the city. The work is carried on independently of the Board of Education and is said to be highly successful in its purpose of inculcating habits of thrift in children of school age, and in incidentally discouraging foolish purchases of candy, gum and cigarettes.

Children of the State.

ONE of the meetings of the year in behalf of the best interests of children was that of the Illinois State Conference of Charities and Correction which met at Kankakee, Nov. 16–17, the subject being, "The Children of the State." The topic took up the entire time of four sessions. One session was devoted to each of the following classes: The Feeble-minded Child, the Dependent Child, and the Delinquent Child. Dr. Jenkin Lloyd Jones of Chicago was the able presiding officer and Mrs. J. W. Patton of Springfield, the efficient secretary.

The president of the conference gave the first address, his subject being: "Who are Children of the State?" He began his discourse with the story of "The Lost Waif," the title of Horace Fletcher's recent book. He developed his theory of the "children of the state" which he said were all the children born in the state. It was the duty of the state to develop each child to its maximum possibility of citizenship. The theory that justified the public school necessitated in certain circumstances free text books; under other circumstances it necessitated free clothing, and in extreme cases necessitated food. He argued for home environments for dependent children rather than institutional life—the overplus of the city must be returned to the serenity of the farm. In this way only could nominal activity and the healthy unconsciousness be secured to the city waif.

He also argued that the unfortunate children of the state were not all found in the slums and perhaps not the more dangerous.

"But," said Dr. Jones, "the poor little ones of the slums are simply vanishing ends of vicious lives, far more pathetic than they are dangerous. The power of mischief on that line is already largely spent and their part in the evil of the world is necessarily a brief and imbecile one. Now the most dangerous children which it behooves the state to take hold of in self-protection are of more sturdy and virile stock than these. Not the little starvelings who listened to the policeman's, 'Ter hell with you,' that night on Adams street."

No effort to save a class can be successful as long as a class is assumed.

Dr. Jones believes in creches, kindergartens, manual training-schools and perhaps paternal farm-schools. Kindergarten training held a perfect protection against criminal tendency.

A danger besetting the child of the state was indolence. Action was sanitary and labor was the first and last great schoolmaster. The safety of the state lay in the occupation of its children. The state must give ampler play grounds—more open parks in summer, more closed parks, warmed and heated, in the way of halls in winter. Schools should be made so attractive that the child would not be unwilling to spend from five to eight hours a day in them, twelve months of the year.

Another danger besetting the child of the state was an overweening self-consciousness. School and street seemed to develop prigs—strutting little upstarts.

"Our communities are full of poor little boys and girls awakened prematurely out of the blessed sleep of unconsciousness into the feverish life of the egotist."

Dr. A. C. Rogers, superintendent of the Minnesota State School for Feeble-minded, and Alexander Johnsen, superintendent Indiana State School for Feeble-minded, read in-

teresting papers upon the children committed to their care.

Dr. Hugh T. Patrick, of the Chicago Neurological Society, discussed "The Epileptic Child and His Future" from a medical standpoint. He recommended the colony plan in the treatment of state epileptics—the moral and physical well-being of the patient being thoroughly developed under such a system as well as every advantage in the way of medical hygiene being within reach of the patient. He held that it was the duty of the state to protect itself from degeneration by prohibiting marriage between persons afflicted with the disease.

One of the interesting features of the evening's session was an address by Dr. W. O. Krohn on "Feeble-minded Children in Our Public Schools." He mentioned the improvement of present school systems over those of the past when the child was made to fit the curriculum rather than the curriculum fit the child. In several hundred schools of this country the old system of promotion after examinations once or twice a year had been abolished and scholars were advanced according to their progress.

The growth of some children being impeded in some one of the phase of mental development, they became feeble-minded, but only in some things. If special interests and faculties were appealed to they would display marked ability along certain lines. In normal cases some children were eye-minded and some ear-minded. Some could best accumulate knowledge by observation, others by hearing. Some children were punished for physical defects—because they either did not see well or hear well.

Dr. W. L. Althon, superintendent of the Illinois Asylum for Feeble-minded Children, read some statistics in substantiation of his position that there should be a law imposing penalties for issuing a marriage license to feeble-minded or otherwise mentally afflicted or epileptic persons and that authorized persons should be fined for performing such marriages.

B. M. Chipperfield, president of the Illinois State's Attorneys' Association, spoke on the subject of dependent children. William R. Page, of the Glenwood Industrial School, H. H. Hart and others of Chicago, who took part in this morning's discussion, recommended homes for dependent children.

Dr. Fred. H. Wines, secretary of the State Board of Charities, acknowledged that state industrial schools did not fill the bill. One objection to them was their expense to counties. Neglecting dependent aad defective children resulted in filling up state prisons and almshouses and increased the pauper classes. Taking care of these children was an economical policy as well as the right thing to do. He stated the Board of State Charities would recommend enlargement of the Lincoln Institution for Feeble-minded, the establishment of an epileptic colony and a state board of children's guardians to investigate all cases and place the children in homes as soon as they were in a suitable state for such care. He thought the expense of the system should be met by state taxation.

Other speeches on the program were by Maj. R. W. McClaughry, on "How Does the Child become a Criminal?" and Robt. M. Smith, on "Boys in City Prison."

To Miss Julia C. Lathrop of Rockford is due in large measure the conception of plan and successful carrying out of the conference. A feature of the conference was the added interest brought to the sessions by scores of Illinois' wide-awake, thoughtful and practical women who came as delegates from the various women's clubs over the state. The Chicago Woman's Club alone sent eighteen delegates—three from each of its six departments.

Children's Money-Sense.

RECENTLY in a Massachusetts school the children were asked the following question: "If you had five dollars, all your own, what would you do with it?" The responses came from 669

boys and 638 girls and were arranged in nine general classes. The sway of the dime novel and the war spirit cut no large figure in the results, as only nine-tenths of one percent of the whole number expressed any longing for firearms. Something to eat was the wish of 2.2 percent, mostly the youngest scholars; travel appealed to 1.7 percent; jewelry and clothes to about 16 percent; 6 percent wanted books, this desire being more marked among the older ones; and 15 percent would spend the money for amusements or pets. Of those choosing books, the girls furnished much the larger proportion, as well as of the 14 percent that would give to others. It was hardly to be expected that the tithe-giving would come to the front in these answers, remarks an exchange. It is evident that the rising generation is not made up of spendthrifts, at least, so far as these figures go, whatever may be said about other qualities, for the most marked point about them is that 44 percent of the children who were questioned said that they would put the money in a savings-bank.

We here present to our readers the program of the general sessions and of the Child-Study section of the Illinois State Teachers' Association. It bids fair to be the largest meeting of any of this popular annual gathering of teachers. The program is certainly an unusually good one, thanks to the executive committee, consisting of Superintendent Steele, Professor David Felmley and Miss Martha Buck. The Child-Study section has an exceptionally strong program. That of the other sections is equally good.

PROGRAM OF ILLINOIS STATE TEACHERS' ASSOCIATION.

THE CAPITOL, SPRINGFIELD, ILL., DECEMBER 27-29, 1898.

PROGRAM OF GENERAL SESSIONS.

TUESDAY, DECEMBER 27.

8:00 P. M.—Opening Exercises.

Address of Welcome.—Governor John R. Tanner.

President's Address.—J. H. Collins, Superintendent of Schools, Springfield.

Chorus.—Students of Springfield High School.
Address.—Education, Rt. Rev. John L. Spalding, Bishop of Peoria Diocese.
Appointment of Committees:
Committee on President's Address.
Committee on Resolutions.
Auditing Committee.
Music.—Girls' Chorus.

WEDNESDAY, DECEMBER 28.

9:00 A. M.—Opening Exercises.
What can the School do to Improve Community Life?
a. What can it do for the People? John W. Cook, President Illinois State Normal University; forty minutes.
b. What can it do for the Child? D. B. Parkinson, President Southern Illinois Normal University; forty minutes.
Discussion opened by Enoch A. Gastman, Superintendent Schools, Decatur; fifteen minutes.
General Discussion.—Each speaker limited to five minutes.
Discussion closed by E. Benjamin Andrews, Superintendent Schools, Chicago.
12 M.—Appointment of Committee on Nominations.
Appointment of one member of State Central Committee on Educational Progress.
8:00 P. M.—Address.—James H. Canfield, President of Ohio State University, Columbus, Ohio.

THURSDAY, DECEMBER 29.

9:00 A. M.—Opening Exercises.
The Culture Value of Reading.
1. School Reading as an Influence in the Growth of Character.—Homer H. Kingsley, Superintendent of Schools, Evanston; thirty minutes.
2. The Public Library and How to Use It.—Katharine L. Sharp, Director of the Library School, University of Illinois; thirty minutes.
M. A. Whitney—Superintendent of Schools, Elgin; twenty minutes.
3. How to Secure a Public Library in Small Towns and Rural Districts.—Alfred Bayliss, Principal, Township High-School, Streator, and Editor CHILD-STUDY MONTHLY; thirty minutes.

Discussion opened by John Richeson, Superintendent Schools, East St. Louis.

11:00 A. M.—Business.—Report of Committees:
Auditing Committee.
Committee on President's Address.
Committee on Resolutions.
Committee on Nominations.
Election of Officers.

8:00 P. M.—In Memoriam:—
Homer Bevans, Chicago.
Hon. S. M. Inglis.
Joseph H. Freeman, Superintendent of Public Instruction.
William Jenkins.
Address.—Abraham Lincoln.—Hon. Isaac N. Phillips, Bloomington.

PROGRAM OF CHILD-STUDY SECTION.

No. 16.—Rear of Senate Chamber.

President, Colin A. Scott, Chicago.
Vice-President, Mrs. W. W. Helmle, Springfield.
Secretary, Frederick W. Smedley, Chicago.

EXECUTIVE COMMITTEE.

Mrs. Mary Codding Bourland, Pontiac.
Mrs. Ellen R. Jackman, Chicago.
Miss Sarah Hamilton, Jacksonville.

PROGRAM.

Wednesday, December 28.

2.00 P. M.—The Philosophy of Play.—Prof. O. L. Triggs, Chicago University.
General Discussion.
The Picture and the Child.—Miss Josephine Locke, Superintendent of Drawing, Chicago Public Schools.
General Discussion.

Thursday, December 29.

2.00 P. M.—The Place of Physical and Manual Training in a Rational Education.—Rev. B. F. Boller, Chaplain and Superintendent of Schools, Illinois State Reformatory, Pontiac,
General Discussion.
Work and Play.—Samuel B. Allison, Principal Keith School, Chicago.

THE DOMESTIC TRAINING OF OUR DAUGHTERS.

WHILE we would all agree that moral qualities are of first importance, physical well-being next, and mental discipline and book-lore only less desirable than either, yet it is a pleasure to know, in the light of modern science, that man cannot develop in any one direction without involving growth in other directions also. This is a truth which is at the bottom of much of Froebel's philosophy, and is beginning slowly to leaven the whole lump of our modern educational systems.

Hence one cannot so differentiate various lines of training possible for children as to assume that one course shall develop solely any side of the complex human nature; since direct training in any one direction implies indirect acquirement in another. Thus, the teaching young children to perform habitually and willingly any one simple household duty, may involve a moral training vastly greater than the nature of any such duty may seem to imply, and may require also both mental and physical exercise.

Throughout the entire field of human industries it has forever held true that matrimony offers to girls by far the largest number of available and permanent positions. Nor is this condition of affairs likely ever to change, all alarming statistics to the contrary notwithstanding, and even in the face of all new opposing industries. For, although the situations thus secured are by no means always the easiest or most lucrative that might be found, nevertheless their inducements seem on the whole to be overwhelmingly great, if one may judge by the immense number of vacancies annually filled. And of the small minority who are unwedded, "born to roam," not all who have refused to place their necks under the conjugal yoke have done so from lack of appreciation of the joys of domestic life, or unwillingness to enter upon it.

And for that greatest portion of all womankind who do enter upon matrimony, is it not a sublime instance of ego-

tism and impertinence to make no special preparation for this, the most consequential undertaking of their entire career? Is it reasonable to expect that the longed-for fruit of happy married life—*i. e.*, model husbands and noble offspring, shall blossom, mature, and ripen under the fitful sunshine of weary years of culinary experimenting? Even if the gastronomic equipment of the rash pair be but slightly impaired, it is yet a matter of doubt whether the joint stock of calm and happy disposition shall be able likewise to survive in even tolerable condition. For, granting every possible advantage of preparation for happy married life, yet difference of opinion, if not actual disagreements, are as inevitable as between any two human beings who are unmarried. In the often trying early years of mutual adjustment to each other's habits, tastes, and opinions, how large a percent of conjugal differences since the world began have arisen from a young wife's ignorance or incompetence in her hitherto all-untried occupations, would be an interesting item for consideration.

Moreover, not the least serious of modern trials for the housekeeper is the impossibility of securing competent service in the kitchen. A constantly more and more ignorant class of girls, almost wholly non-American, recruit annually the ranks of our would-be helpers. It is, however, true to a limited extent that competent and conscientious mistresses generally manage to secure conscientious and fairly competent service. Hence, it is imperatively necessary that our mistresses be also the teachers and friends of the girls to whom a very hard fate has left nothing but menial service. How can a high-minded Christian woman honorably blame her cook for illy-prepared food, unless she herself can explicitly teach the proper preparation of the same dish? But if ignorance rule in parlor as well as in kitchen, what hope for that benighted household?

I am not at all sure but that the time must come when every young woman contemplating matrimonial life shall file with some duly appointed officer a certificate of her

fitness for her prospective calling. Such a document might read somewhat as follows:

Off hand cookery (without book or receipts)	9½
Fancy cookery	8
Sweeping and dusting	9
Darning and mending	8
Plain sewing	7
Cutting and fitting plain garments	9
Button-holes	10
Embroidery and fine needle-work	9
Plain ironing	9
Starching and polishing	10
Washing napery and flannels	10
Care of beds and bedding	10
Sanitation and hygiene	8
Disinfection	9
Nursing and cookery for the sick	9
Care of infants	9

N. B.—An especially high mark required on the last point.

Now, forsooth, when a bride-elect can furnish such substantial evidence as this in token of her fitness for her high calling, then, assuredly, far more safely may the hearts of her would-be husband and prospective servants trust in her.

For how gigantic the task and how wholly lacking is any conservation of energy when the young matron serves simultaneously her apprenticeship as wife, cook, seamstress, housekeeper, and perhaps mistress, nurse, and mother also. What waste of time, of money, of nervous force, of physical vigor, of the happiness that should be every wife's dower! Yet this is what perhaps the majority of our American girls have usually done. What masculine patience could endure the long strain and tremendous load thus too rashly assumed and often heroically borne until health is impaired or lost! No wonder that wrinkles are early formed, and voices sharpened, and bright eyes dimmed, and young hearts heavy—the very things of all least calculated to bring to perfection the genus husband. For worry and fret follow close upon the heels of incompetence, and worry slays a dozen victims where

work kills only one. For our precious daughters, then, let Worry, if possible, be banished, and its desolate room be occupied by happy and peaceful Industry, which shall know how to take advantage of all the wondrous short-cuts in the tortuous paths of housewifery.

For the great mistake made in the past has been in thinking that anyone can keep house. But to keep house is not necessarily to be a house-keeper and home-maker. *It is far easier to run a high-school well, or to supervise a school-building well, than to run a house equally well.* The care of children and oversight of incompetent servants is often more trying to the body and exhausting to the mind than to conduct a large business. Yet because this is the inevitable sphere where the life-happiness of our daughters is made or unmade, does it not behoove us as a matter of simple economy to see to it that their preparation for the highest of all functions—that of wife and mother—is made as complete as possible, at least in the matter of domestic knowledge and skill.

It would follow, then, that the training of our daughters in household lore and in right habits of living is of the very first importance. The tremendous momentum toward right living given by a single right habit of mind and body is wholly incalculable. It was a great man who said, "Sow an act and reap a habit; sow a habit and reap a tendency; sow a tendency and reap a character; sow a character and reap a destiny."

Now the domestic habits which we seek to implant in our daughters are those of order, industry, economy, thrift, and hygienic living. No greater misfortune can befall a young child than to be brought up in idleness. To the child, work and play are identical; and the common-sense method of turning the early spontaneous activities of children into avenues of permanent good, has been born in the hearts of thousands of wise mothers ever since the days of Eve.

The child—old enough to dress itself—who is daily

dressed by a nurse-maid, suffers a permanent and irreparable injury, receiving a direct impulse in the wrong direction toward laziness, selfishness and idleness. As a twig is bent the tree inclines, and no less easily the human plant bends to a touch.

The error most common to loving and unselfish mothers is that of allowing their girls to give all time out of school to drawing, music and fancy-work, while they themselves shoulder the entire burden of the household cares. This is a mistaken kindness which fosters selfishness and sloth. It is true that our girls are often overburdened by their music and school-work, but what law of anyone except unwise school-officials decrees that a girl must take at once all the work of any one grade? It is high time that more elasticity characterize our school system, which has become iron-clad only where mistaken policy prevails. Our children are more than a system! Let the system conform as quickly as may be to the needs of the child! And it may not be out of place to add that until we have half as many pupils to a room, fewer rooms to a building, a teaching-corps that excludes those deficient in heart as well as those lacking in head, and far more elasticity in the school curiculum itself, it is my sincere belief that intelligent mothers in comfortable homes do very wrong in sending children under nine or ten years of age into the congested rooms of our present great aggregations of school-rooms, where they will receive one-fiftieth of the attention of an overworked teacher. Busy work! *Busy work!* However necessary a device busy work may be, did it never occur to you that the very word is a stigma upon our modern educational system? Can we afford to let others than ourselves provide the busy work which is to occupy the spare time of *our* children? Because it is the easiest and pleasantest thing for all concerned, is it therefore necessarily the best?

Yet we must not forget that many cases of so-called overwork among schoolgirls are, in fact, cases of late hours, irregular meals, and unhygienic living. One case recently

came to my knowledge where a girl of seventeen was sent from home to a college, where she had to retire every night at 9:30, observing study-hours five evenings per week. This girl's mother saw that she could not stand it to keep up with the rest of her companions socially and carry on her school work; so wisely placed her where she would have every opportunity to invest profitably the few remaining years of girlhood.

I have known a very few mothers in affluent circumstances who possessed the firmness and the wisdom to require of their daughters from early girlhood all their own ironing and plain sewing. When these girls wore white dresses they had first been ironed and starched by themselves. And a few mothers I have also known who purposely do without a servant much of the time in order that a rotation of household duties may bring all these to each daughter in turn; in order, also, that practice may reinforce theory, and that sloth and selfishness may not be cultivated through being always waited upon by servants.

Every girl contemplating marriage should have had for several months, at the very least, the entire charge of her mother's house, with the purchasing of its supplies, control of its servants, and keeping of its accounts. A judicious preparation for this work lies in giving regularly to every child a trifling allowance, increasing gradually with her years, and accompanied only by the stipulation that its expenditure be accurately accounted for. This is essential to the acquirement of a knowledge of values and habits of thrift and benevolence.

It is claimed by some persons that children should never be paid for voluntary service. This seems a gross injustice whenever that work has a real value. It is obvious that to pay a child for not crying, or not striking another, would be unwise; but a trifling fee for extra work done often encourages children to perform new tasks cheerfully, breeds in them the all-important work-habit, and allows

them to earn honestly the wherewithal to purchase some longed-for toy or some useful article.

Is it not true that where the mother has felt her work to be a thankless drudgery, she has most desired to save her children as long as possible from a share in that same weary toil? If the mother intelligently loves and ennobles her work by taking a finely conscientious and patient skillfulness into its least detail, will she not thereby insure the same attitude of mind in her daughters?

Most children love to imitate their elders in attempting any form of housework. Surely it requires much patience to let them dabble in flour, and dough, and dish-water. But are we not blest that we need to be patient? A lady once wrote me: "I have just been wiping the little finger-marks from the parlor windows, and thinking as I did so *what a privilege it was to have it to do!*"

It is wholly incomprehensible to me that any mother should be willing that her girls learn the mystery surrounding their origin from other lips than her own. It seems to me almost criminal, and at least wholly unwise and inexcusable, for any mother to send a six-year-old child to school who has not been lovingly made the close confidant of her mother in the most sacred of all subjects. The girls who get their knowledge thus early from the only right source do not easily become the prey of evil older companions. Having no further curiosity, and knowing in a perfectly pure way what would inevitably come to them otherwise in a vulgar and improper manner, they go out from home a thousand-fold safer from the evil that is in the world. It is remarkable how far children can be trusted in these matters. "Unto the pure all things are pure," is nowhere so true as of them.

And in later years, had this first knowledge come purely and naturally to the child, it would not result that girls would so often marry, wholly uninstructed by their own mothers as to the life before them. Is it because knowl-

edge comes, but wisdom lingers, that each succeeding generation of mothers must live over again all the hard lessons learned by their mothers, and we forever gain nothing from the accumulated experience of past generations? If mothers are not competent, are there not lady physicians who ought systematically instruct young women as to the economy of all the vital forces, and the course of life best suited to produce a new generation which shall include fewer defectives, imbeciles and scoundrels?

Moreover, are not often the supreme joys of young motherhood lessened and clouded, or even lost, through the countless anxieties of the ambitious but inexperienced mistress? How much of vitality is often denied that first, frequently unwelcome baby, because the mother had no time or strength left to joy in the small waif or to prepare mind and body for his advent? Do you not know instances where a first baby has died, merely from the ignorance of its mother? Could not every physician give a long list of such cases? I have myself seen more than once in the marble death-rest such a tiny sacrifice.

But since the working mothers of the poorer classes cannot, and the wealthy mothers of the richer classes will not, give themselves to their children, and since these two classes form the great majority of all mothers, it remains the evident duty of the schools to step in and do all possible to conserve the energies of the growing generation by taking up in highly specialized form all the branches of instruction most needed by those who will soon form the class of house-keepers and home-makers. And if it discontent the children of the poor because at home, with inferior material and poorer appliances, they fall short of the results achieved in the model kitchen, in all but the most ignoble breasts shall this become a divine discontent, stirring worthy ambitions to have some day for themselves all that is really best.

I would have in every school-building a kindergarten for the poor, but I would have every mother essentially a

kindergartner. I would have in every school, cooking, sewing and manual-training classes, but I would also have all these mastered as fully as possible in the home. For the ideal of the kindergarten is that it shall form a model home for the child, and the ideal of the kindergartner is that she shall be the spiritual mother of the child. Froebel worked with these "spiritual" mothers only when he could not gain the physical ones. Can we not rear a class of women noble enough and able enough to be both?

I trust that the time will come when the girls who graduate from our high-schools will be more proud of high marks in sewing, cutting, fitting, and cooking, than of those in Latin and mathematics, and when a thorough course in domestic science will be an invariable portion of the college or university course of every young woman. For, most of all, do I crave for our precious daughters that they learn—not empirically and hence painfully, but scientifically and hence gladly—all the house-lore which may help prepare them for the sphere of their ultimate joys and sorrows, where in their highest function as wives and mothers they may help tide on humanity to a far higher plane.

We need not choose between the collegiate and the domestic training. The two are wholly harmonious and mutually helpful. The same mental equipment that enables a girl to complete her college course, will, when applied to domestic problems, enable her to complete that course also. Nor are the ranks of poor housekeepers largely recruited from our college halls. For the college woman who becomes a poor housekeeper would, almost beyond question, have become a poorer housekeeper without her college training; since the same fine and conscientious attention to detail which characterizes the thoroughly successful student or teacher also makes the excellent housekeeper. For the benefit of all skeptical Hamertons, it were well if every notable woman were also a notable housewife; but this millennial condition is still far away.

As to the lessons needed by our boys in order to pre-

pare them for their future life of husbands and fathers, who would dare to undertake a subject so vast, so wrongly viewed by most people, so hopeless yet in the face of the fact that our reformatories and jails are filled mainly with men, who also monopolize most of the small vices of society? The tobacco and saloon questions are sex questions, and come back to the old query, Shall there be a different standard of morals for men and for women? From my heart, I believe that man, who so plainly surpasses woman in physique and in depth and vigor of original thought, ought no less to come into his birthright of a sterner morality.

JEAN SHERWOOD RANKIN.

Minneapolis, Minn.

A DAY AND A NIGHT.

What a little song is the song we sing—
As long as a day and night,
Where the morning echoes to evening cling
With all of joy such a song could bring
Into a day and night.

Such a simple song and an easy scale—
As easy as night and day
For the woodbird perched on an old fence rail;
But the voice of longing shall strive and fall
In the length of a night and day.

Oh, the sweet, sad song of a tired heart
That has traveled its day and night,
And under the starlight chants a part
Unknown to the woodbird's untamed art—
The song of a day and night.

—*George E. Bowen.*

The desire for striking apparel, the ambition to be before the public and the anxiety to be entertained have become so strong in many young people that they have lost all sane ideas they may have had of what life is.—*Washington Mabin.*

CAUSES OF MINOR MENTAL ABNORMALITIES.

[*Continued.*]

FURTHER, the complaint is very generally acquiesced in by the former Prussian minister of education, Von Gossler, that the teachers of the higher schools are chiefly learned, but *not really teachers and educators.* This again is not their fault. Heretofore there have been no special institutions for their professional culture; the university turned out only men of learning—no teachers and no educators. Only in recent years have seminars for teachers of the higher schools been in process of development, and at the universities heretofore, with the exception of Leipzig and Jena, only semi-occasionally has a course of lectures in pedagogy been given by some philosopher or theologian. Hence the teacher came into his office without any understanding of the education of normal children; how can we then require of him that he possess understanding and interest for pathological phenomena? Ought we to wonder at it if a gymnasium drags along a pupil year after year, regarding him as mentally sound, when our institute for psychopathically affected children finds it impossible to receive him on account of paranoia, but has to place him for several months in the care of an institution for the insane? It is with justice that the father of another pupil, in whom the one-sided mental over-exertion in a preparatory school had already caused serious will-disturbances in the second school year, complains: "He who is not sufficiently devoid of tact, candidly to blame us for having withdrawn our child from the school, at least lets it be clearly seen, that he regards the matter in another light than we.... You see how difficult it is made for parents rightly to care for their children.... O, how far remote still lies the reform of instruction! Every one credulously repeats that one thing is not suitable for all; yet that all must and can learn the same thing is nevertheless always presupposed!" But the complaint strikes far more at the "prejudices of society," and the uniform organization of the school system, than at individual teach-

ers, however clearly the course of morbid symptoms demonstrates that instruction and education were at least the occasion for a breakdown. For, even after the suitable training of a half-year, that same father acknowledges: "I must candidly admit that I would not have thought such success possible."

Among general medical practitioners also one does not always find a clear understanding of such conditions. Here, for example, many a case is dropped into the "catch-all" of weak-mindedness, when primarily quite other anomalies are present.

For the above reasons, therefore, I find it quite natural if teachers and relatives are not able to recognize minor mental abnormalities, as in the last-named case, or even psychoses, as in the preceding, as such, and hence designate as "weak endowment," "laziness," "indolence," and "ill-breeding," what in reality is a morbid condition of the nervous system and mind, independent of the free will, but by no means always is intellectual weakness. In the place of pity and sympathy for such problematic natures appears then naturally and not infrequently a harsh and unjust treatment, which only serves to increase the check on development, while in addition to this it makes the child shy, crafty, cunning, and deceitful, thus creating defects of heart and character as well as intellectual defects.

To the prophylactics of neurosis and psychosis in childhood and youth also belongs, above all, in the light of the above reasons, better cultivation of the subject of pedagogy at the universities and higher schools, where we still often meet with the foolish superstition that skill in instruction and education cannot be learned, but must be inborn. The talented director of the Institutes of Francke at Halle, the deceased Dr. O. Frick, sought to improve a great deal in that he taught by word and deed: "The folks-school is the high-school for the higher schools," and sought to apply the folk-school pedagogy to the higher schools. (23).

If more understanding and interest for the education of normal children could only have found a place here, they would soon have been applied to abnormal cases. The great importance of this result we have already recognized with Krafft-Ebing. In the same deep sense Koch also urges in the preface (page viii.) of his "Minderwertigkeiten;" "Educators and teachers, hand-in-hand with intelligent divines, might carry blessings into many a family, lighten many a sorrow, to say nothing of preventing many an evil, if they were correspondingly conversant with minor mental abnormalities. They would judge and appreciate the apparent ill-behavior and laziness, or even mere painful plodding and peculiarity, as well as glittering talent and very promising genius, otherwise than in accordance with the traditional standard; they would, for example, check the activity of the imagination of one pupil, however brilliant the gems it brought forth, and, on the other hand, strengthen the young man's will; it would hold back and dampen the zeal of another and instruct the vain parents in order that an abrupt end be not in store for brief joys." And (page 50) "many mentally affected children would not be so bad as they are, if we understood them better, if we did not treat them entirely on false principles and ourselves make them entirely bad. There are children (and young people) who are good at heart and sympathetic by nature, but become obstinate and bad if one meets their peculiarities and apparent ill-behavior harshly and abruptly. They then keep spitefully to themselves that which might exonerate or excuse them, and are from now on understood and treated so much the more unjustly or, alas, even set entirely aside and given up by parents who are themselves often psychopathically influenced.

But pedagogy, from Comenius to most recent times, has unfortunately seldom shown any profound understanding for the errors of children, in so far as they are of pathological nature. This is particularly true of the liberalistic pedagogy, which, from a dislike of the ecclesiastical dogma

of original sin, called heredity by Darwin, has even to the present day raised as a counter-dogma the dictum of Rousseau: "Everything is good as it comes from the hands of the Creator; everything degenerates in the hands of man." In other words, there are no such things as innate, inherited defects, ingrained in the very nature of the being; all errors are acquired through intercourse and education, as the philanthropist, Salzmann, so aptly sought to illustrate in his otherwise very readable "Krebsbüchlein." In the meantime, in any individual case, the school shifts the blame on to the home, and the home on to the school, until finally, with this lack of harmony in education, the psychopathically disposed child becomes quite degenerate.

Only the newer reform movement, taking its departure from Herbart, has introduced here a new method of regarding these questions. Thus Ziller in his "Grundlegung zur Lehre Vomerziehenden Unterricht" (1863), and above all the aged Professor Ludwig Strümpell of Leipzig, in his epoch-making monograph, which appeared first in 1889, "Pädagogische Pathologie oder die Lehre von den Fehlern der Kinder." (24). Since then, indeed, a number of smaller contributions have appeared, chiefly stimulated by Strümpell and Koch. (25).

Reform movements in general exert influence upon the public educational system with so great difficulty, because the latter is bureaucratically administered, while in all the rest of the social order, the principle of self-administration can obtain, through the parliament in politics, through the common council in the community, etc. The school regime alone fails to recognize such a coöperation of its patrons, especially of the family. (True in Germany). (26).

The judgments of those alienists and neurologists cited might be easily increased in number. The above expressions suffice, however, to show that my views concerning the aims and perversities in the care and education of children who are abnormally disposed, is wholly shared by such authorities as are professionally concerned with their ulti-

mate outcome. In spite of this I wish expressly to emphasize that what has been said in this monograph touching public instruction and the organization of the educational system is to be taken only with reference to the problematical natures among our children. We shall leave uninvestigated here in how far what has been said applies also to the education of normal children. (27)

Here, therefore, we are concerned merely with the questions of how far school conditions help to develop inherited or otherwise acquired nervous and mental anomalies, where they could and should be checked, and in how far they give rise to new evils that would be unnecessary were curricula, programs and methods more fitting. The school is not alone guilty, but only accessory in the guilt; far greater is the guilt of the rest of the social order, and that of the parents which is visited on the children. But it is indeed distressing to the patriot and humanitarian to perceive how the army of nervous evils, and at the same time also mental and moral weaknesses and sins, increase among the people and how many are followed by these abnormalities from cradle to grave.—*From the German of J. Trüper and translated by Dr. C. C. Van Liew.*

State Normal, Los Angeles, Cal.

Never use at a pupil's expense satire, sarcasm or any biting speech, or apply to him any opprobrious epithet. Shame on you, if you do such a thing. It is an abuse of your superior position and will cause you to be despised as you deserve. But that is not the worst; it will lose you your moral and mental command over that pupil and perhaps over many. The boy or girl whose feelings you have injured will never again open heart or mind to you as you desire. Not only should we never express contempt for backward or refractory children, but we ought, if possible, never to feel this.—*Supt. Andrews, Chicago.*

CHILDREN'S LITERATURE.

"THERE are books and books, and there are books, which, as Lamb says, are not books at all." In this age of literature when books are so cheap as to be within the reach of everyone, what a vast truth that thought of Lamb suggests, especially when, as the holiday season draws near, we enter the book shops and see displayed before us, shelves upon shelves of gaily illumined wares, sold as books, eagerly purchased by the general public in lieu of something else to give as gifts. Not only are many of these absolutely without literary value, but the inartistic illustrations fail to influence the child-mind toward a taste for good art, while the poor print often induces defective eye-sight.

Plato tells us that the most important part of education is right training in the nursery. The child's play should train him to that sort of excellence which his manhood will perfect. It is in the nursery that the child receives its earliest lessons in literature and art from the books and pictures which surround him there, and these first impressions are so firm that the young mind which has received the best in its early training will naturally reject the worthless trash of cheap stories and inferior art throughout his life.

Much discussion has taken place recently in papers and magazines, as to the advisability of relating fairy tales to entertain the child of two or three who begs for a story, and it has been decided that there is nothing so conducive to the enlargement of the imagination, that mental attribute which transforms the prose of actual life into the poetry of ideality pleasurable to live in—as the fairy tale, rightly chosen. Not all fairy tales are wholesome; they should be selected with a view to something beyond the merely marvelous, grotesque, or amusing, and investigation shows that the best present many beautiful lessons of the truth of the world about us concealed under the forms of the supernatural world. "The Tales," by Hans Anderson; Kingsley's "Water Babies," "The Little Lame Prince," by

Mrs. Craik; "Fairy Stories and Fables Retold," by Baldwin, are all full of sweet and tender lessons of childhood.

A prominent educator has said: "What the child learns between the ages of three and six is more vital and has more influence on its entire life than a grammar or high-school education can possibly have." In the selection of books we must be guided by the age of the child, and the purpose we have in mind, but these matters of literature remain pure matters of theory unless an interest for good reading outlasts the school days and becomes a vital part of life. There are reasons why we do not oftener succeed in accomplishing this for pupils. It may be that teachers do not know good literature themselves or it may be that teachers do not know how to interest children in what is good literature, or lastly and most important reason, it may be that the home-training is derogatory to the school-training. In a class of thirty-six pupils, averaging twelve years of age, who were under my instruction last year there were only three or four who did not read extensively and comprehensively so that the effect was readily noticed in their school work. From a schedule of books read during four months by these pupils I found that Alcott's books were 75 percent of all books read, being the favorite of both boys and girls. Next to Alcott the boys cared for Optic, Alger and Castleman, because they said they were adventures, and, although they were impossible, still they seemed true. The descriptive portions of the stories had not appealed to them at all and at first when I suggested other tales in their stead there was almost a rebellion.

Later in the year I found that in many instances Cooper, King, and Verne had replaced the newer writers with better results.

In September, upon taking charge of a new set of pupils, twenty-eight in number—not one among them of American parentage—I asked how many enjoyed reading out of school. Only seven responded. Later I discovered that four were habitual "nickel-library" readers and only one promised to

read them no more, when their bad influence was shown. It was not possible to undo at once the result of several years of daily habit; but I have not given up the task although the odds are greatly against me. One pupil said that his father subscribed to the *Police Gazette*, and liked it, so he guessed it was all right. Of course those parents do not realize that it is the literature of the home and the conversation of the home which form the child's taste; that no amount of good teaching can overcome carelessness, indifference, or the results of wrong-doing of those who pay no attention to the class of literature that lies about the house. The utter uselessness of trying to reform the tastes of children from such homes in the short period of school-time is aptly illustrated by a story in a recent number of the *Outlook*, told by the Rev. Arthur Patten. He calls it "An Old Fish Story with a New Moral." A certain school of fish—so goes the fable—we will call it a certain Sunday-school of fish, became annoyed at the lobster's mode of swimming. It is said that lobsters always swim backwards. This Sunday-school of fish became so exceedingly annoyed that lobsters should forever swim backwards that they gathered in council, and resolved upon definite measures of instruction and reform in the interest of a forward movement among their lobster relatives. So to this end they found a young lobster that they considered responsive and teachable, and, having obtained permission, brought him to school one fine morning. All day long they taught him lesson after lesson—line upon line, precept upon precept. As a result, when school was dismissed at night this young hopeful made a fine success of swimming home forwards. He was surely making progress in the way he should go. But alas and alack! his home was not a Sunday-school. What did he see? Father and mother were swimming backwards; sister and brother were swimming backwards, and even grandpa and grandma were swimming backwards. This was too much for young hopeful. He was too immature to resist such persuasion of age and numbers, and so,

when the nine o'clock bell rang the next morning, although he went to school according to promise, he went swimming backwards. The moral is too plain to need stating.

The child who reads, who loves books, is dependent for the first fourteen years of his life on the kind of books he is permitted to read. According to Prof. Russell of the Teachers' College the minimum amount of reading is done between the ages of eleven and twelve, and the maximum amount of reading between the sixth and eighth grades, the boys and girls in these grades averaging fourteen years. He believes that the falling-off after this period is due to the large demands of school-work on children.

Before fourteen years of age the child who reads at all, reads everything that he can reach—the numerous advertisements sent through the mail or thrown from house to house, often made attractive by stories of a totally worthless class, which end with an advertisement, are not sent out with the purpose of developing a taste for good literature and frequently have an opposite effect. Because the child is eager for reading-matter it is the duty of parents, teachers and librarians to provide the best of the class that boys and girls care for, which experience teaches to be stories of adventure and love stories.

The difficulty in laying a proper foundation for good literature is that it requires so much time, so much more time, than many who have the care of children wish to give to it. Mothers spend hours in planning adornment for the body of the child, in preparing food for its stomach, or in prescribing pure air, work and play, but find no time to assist in the adornment of the mind or in planning hygienic rules for it. "The foundation for good literature is in every child's nature, but the superstructure must be begun before he can himself read," just as the superstructure for a good digestive system is begun before the child can eat solid food.

There is a value in literature for teaching morals aptly illustrated by the little story found in the *North-Western Monthly:* "A little boy who had been blowing bubbles all

the morning, tiring of play, and suddenly growing serious, said, 'Read me that story about heaven; it ith so gloriouth.' 'I will,' said the mother, 'but first tell me, did you take the soap out of the water?' 'O, yeth; I'm pretty sure I did.' The mother read the description of the beautiful city, the streets of gold, the gates of pearl. He listened with delight, but when she came to the words, 'no one can enter there who loveth or maketh a lie,' bounding up, he said, 'I gueth I'll go and thee about that thoap!'"

Last February a children's room in charge of Miss Edna Lyman was opened as a feature of the public library in Oak Park, Illinois. The room is planned with open shelves where the children are free to select their own books and bring them to the charging-desk. This plan is very popular and the grade of books taken by the children is much better than under the old system, due perhaps to the fact, at least in part, that the best books have an equal chance to appeal to the eye with those of an inferior grade. When the library was reorganized in July a year ago, it proved an opportune time to remove Alger and Castleman from the shelves without creating much disturbance, and they never were put back.

The boys asked for them for awhile and then, attracted by Tomlinson and Stoddard, they ceased to inquire for their old friends. Miss Lyman says that Louisa Alcott is and always will be the girls' favorite and that Ellen Deland, a new writer of stories for girls, is very popular. Here, the younger children never get enough fairy tales and every one of Lang's is purchased. A new feature in this library work is its connection with the schools. The teachers send topics from the 4th, 5th, 6th, 7th, and 8th grades in geography and history, and a list of books and periodical articles on each subject is inserted in the children's card catalogue. Besides this, pictures have been secured from every available source and are mounted and classified like the books, and when a teacher is going to take up a topic she sends the librarian word and the list is looked up and books and pic-

tures sent to her school, with other material for the children when they come to the library. In this way there is a co-operation which stimulates the love for good and wholesome literature, which neither the teacher nor the librarian could hope to secure.

Referring to children's tastes Miss Lyman says: "Give children the best and they will take it; provide only the impossible and thoroughly sensational of Alger, Castleman and Optic or the wishy-washy-goody-goody of the Elsie books and the children will form tastes which years will not change. Much could be done which is not accomplished if mothers and teachers would give their aid. So few mothers seem to know the books their children are reading and care less. Many a child would read much better books if his mother would only start his interest by reading aloud to him, at least until the heart of the story is reached and he cares to finish it for himself." The circulation from the library is from 75 to 100 books a day, about 40 of which are from the children's room.

This is but one of many such libraries throughout the states and it plainly shows the necessity not merely of good books but, more than that, the need of an able, interested, intellectual librarian.

There is a very important point which must be considered in this subject and that is the necessity of broad reading. Story-reading bears about the same resemblance to real education that play does to work; mere interest is valueless. The reading which really counts sets one to think for himself. The books which are really valuable are those which give inspiration rather than information, and we find what is needed, in those books which until recent years have been "too old" for children. Fortunately that time is past and the child-mind can enjoy the "Old Greek Stories," "Robinson Crusoe," "The Odyssey," "The Arabian Nights," "Stories of Mythology," and many others through the efforts of writers who have recognized the needs of children.

In a recently published work, called "Course of Study

in History and Literature," by Emily Rice, she says: "It is commonly understood that literature and art belong to all stages of growth. The very young children have their stories and poems and they draw and paint. History is considered to be for the maturer mind, the later stages of progress. But has not the little child his social life? From the kindergarten to the university regard for the rights of others, ability to adapt one's self to conditions and the necessities of the present suggest the material for study. There is no lack of material for early history lessons. The Iliad and the Odyssey furnish an introduction to Greek life that makes the children at home at once in Ithaca, among the Phœnicians, and in Troy."

There is no limit to the subject as presented to you today nor can it all be solved in one paper. When grown persons who have the training of children can be made to realize that children's books are not beneath their intellect, when the mother and teacher will walk hand-in-hand through the realms of child-literature and the librarian will furnish only the best to be had, then, and not until then, will the desired goal be reached. AMELIA D. ALPINER.

Kankakee, Ill.

[Read at the Child-Study Section, Northern Illinois Teachers' Association, Oct. 28, 1898.]

We have faith in the final triumph of truth, for "the eternal years of God are hers."

But it is our mission to see that the truth has free course and that not too many of these "eternal years" are consumed in our share of this work.—*Supt. Hatch.*

Every member of society who does not in some way produce as much as he consumes is a weight upon the state. Every member should contribute somewhat more than he consumes, that the aggregate may show an accumulation of resources.—*W. H. Campbell.*

LANGUAGE TEACHING FROM THE CHILD-STUDY POINT OF VIEW.

[*Continued.*]

WITH the acquisition of the art of reading and writing, a new element comes to the assistance of language-study. Visual and motor impressions, from the printed page and from the attempt to reproduce it in writing, are of inestimable value for the awakening of clearer language concepts. As, in the previous period, careful enunciation and scrupulously correct language on the part of parent and teacher were powerful agencies for establishing in the child's mind a feeling for correctness of expression, now, with throwing open to the youthful learner the golden gates of the vast and rich domain of literature, noble examples of what there is best in his language must surround and inspire him from the beginning. It is not necessary here to dwell at length on the principles that must guide the teacher in the selection of reading-matter for school use; suffice it to say that only such matter is permissible which the child can learn to admire and imitate. The language of his immediate surroundings is now supplemented by that used, exalted, and made immortal by the great minds of his race. Again his native imitativeness will be the efficient factor in his appropriating these great models for the sake of his own self-expression. His power of discrimination between adequate and inadequate expression will be strengthened, and his natural tendency towards the beautiful, the rhythmical, the melodious, will receive a new stimulus. *Children need much more poetry than prose;* and much more fanciful, rhetorical, epic, rhapsodical prose than common-place narratives and descriptions. At the dawn of civilization and literature, the poet was rhetor, rhapsodist, historian, naturalist, philosopher, teacher; mastery of the language appeared first in the form of poesy. And youthful minds to this day delight the most in rhythmic style; in the measured step of the epos and the sublimely

simple language of the classic tale and folklore, the wild movement of the dithyramb, the sweet numbers of lyric song; and this poetic disposition, wedded to their love of action, gives the child and the youth that intense fondness for dramatic expression so often observed.

It suggests itself, then, that young children should read real literature—matter composed by the masters of literary expression; and that poetical and dramatic compositions should have the preference. Maybe that in imitation of these models the child's language will at first be a little florid and high-flown; no matter, what is exuberant and rank in it will soon enough be trimmed down by the more prosaic influence of later years.

And let us not undervalue the intense enjoyment the child takes in *humorous things*, nor forget that the sense of humor is not merely the merry monarch of idle pastime, but truly a promoter of intellectual development. To appreciate a joke means to see a relation between ordinarily unrelated things. Children's enjoyment of humor, therefore, has not only an emotional value, giving their minds an optimistic trend; it also illustrates their "proneness to explore all the possibilities of human life" (G. Stanley Hall and A. Allin, "The Psychology of Tickling, Laughing, and the Comic," *American Journal of Psychology*, October, 1897), and is a legitimate outcome of the play instinct. It represents a distinct form of intellectual play, as valuable for the evolution of logical thinking as the puzzle-interest (of which more will be said hereafter). Hence, there should be a goodly admixture of humorous reading matter, from the funny nonsense of Mother Goose Rhymes and "Alice in Wonderland" to the scholarly pleasantries of the "Autocrat of the Breakfast Table," and were it only for the purpose of elevating the children's taste in this direction, and to guard them from falling into the vulgar modes of thought towards which reckless witticism often leads.

The cardinal thing for language development is the more or less conscious absorption of the model of expres-

sion set before the children; and this absorption will again be greatly helped by committing to memory a number of well-chosen selections. There are, however, other devices.

In the first place, let us remember that correct speech is greatly benefited by perceiving and recalling to the mind the correct *form* of the words. What enunciation is for oral expression, *spelling* is for the written form of language. There is a distinct relation between spelling and grammar, and error and muddle in one will injure the other. The vividness of the mental images of word-forms depends largely upon visual and motor impressions and memories. Relatively few people (often those that have a peculiar ear for music) are ear-minded, and the ear-minded ones among the pupils of an elementary school receive enough of the attention due to their peculiarity if teachers are careful about their enunciation. But even they will have their word-images made more distinct by accompanying motor memories. These facts show the absurdity of the tiresome, monotonous, one-sided singsong of oral spelling. How unnecessary this is, is also made clear by the circumstance that few teachers will attempt to follow this insipid practice when they teach a foreign language. Who has ever heard of a French, German, Latin, or Greek spelling-match? Spelling paper is of use mainly for writing, and as we learn to swim by going into the water, we learn to spell by writing the words. Constant practice in writing, first by copying, and then by composing.

Copying is a very valuable exercise indeed. It goes without saying that there must be discretion in the selection of copies. Not everything needs to be copied; but many of the selections which have been chosen for memorizing; proverbs ("epigrammatic condensations of applicable wisdom, which have long served as a sort of moral code of direction to mankind" [Anomy, *Frazer Magazine*], and which are admirable examples of concise and pregnant expression); fables and the like may well be copied. This copying

alternating with dictation exercises covering the same ground, will intensify the mental images of the selections and help in memorizing and preserving them. If more of intelligent copying and dictation were practised, teachers would experience less difficulty in having the pupils copy simple directions from the blackboard, or make notes of very ordinary explanations. How can a child whose mental images of the words and forms of language are indistinct, confused and fragmentary, be expected to use this language with an adequate degree of correctness?

Spelling and grammar go hand in hand in many grammatical forms. The tendency of the child to build words and forms by analogy, referred to before, will here again be helpful, and lists of words and inflections, based upon common type-forms, can be made to the delight of the children. It is true that many forms appear arbitrary, and will seem to defy attempts at analogical classification. But, if introduced as *new types*, as suggested before, children of this age will, as a rule, accept them unquestioningly. Reference is here made not only to spelling lists as such, but to lists which have a grammatical significance. Thus, singulars and plurals may be contrasted, in lists somewhat like these:

First Type:	father—fathers.
	table—tables, etc.
Second Type:	dish—dishes.
	fox—foxes, etc.
Third Type:	man—men.
	woman—women, etc.

In a similar manner, lists of comparatives and superlatives, of possessive cases, etc., may be prepared. Verb forms can be tabulated thus:

First Type:	I praise,	I praised,	I am praised.
	I love,	I loved,	I am loved.
	I hate,	I hated,	I am hated, etc.
Second Type:	I regret,	I regretted,	I am regretted.
	I shun,	I shunned,	I am shunned, etc.
Third Type:	I bend,	I bent,	I am bent.
	I send,	I sent,	I am sent, etc.

Such lists ought to be copied in notebooks kept especially for this purpose, and added to as occasion suggests. It needs hardly be said that only such words must be given a place on these "growing" lists whose meaning and use are satisfactorily understood; in other words, such as form the stock vocabulary of the children, and have been frequently read and used by them.

Some general notions of name-words (nouns), words denoting quality (adjectives), and words denoting action (verbs) will have sprung up in the minds of the children by this time, under the careful guidance of the teacher. Exercises in contrasting words like "produce" (verb) and "prod-uce" (noun) in sentences, and then tabulating them, will throw the difference of their respective functions into bold relief. But care must be taken not to make these notions formal or inelastic; no definition or general rule should be demanded, as by such crude definitions as alluded to above; the children would only learn to recognize *some* nouns, verbs and adjectives, but by no means all. The greater number of verbs, *e. g.*, they have in daily use, would thus escape recognition. True, there will perhaps always be a small percentage of precocious or otherwise intellectually exceptional pupils in a class; if these do see relations and can be helped to derive a general principle from their observations and concrete exercises, well enough for them; they must not be repressed. But *their* standard cannot be the class standard. The aim at this stage can only be to establish *good habits of expression*, to take advantage of the child's natural tendency to analogize, and to give its incipient ability to discern simple relations sufficient stimulus.

As the *greatest effort* will be made in the direction of the *greatest interest* we should not overlook the intense delight which children take in riddles and puzzles of all kinds. What is presented to them in puzzle-form is sure to arouse at once their alert attention. Lindley's study of puzzles (loc. cit.) shows that "the riddle-interest proper, beginning

at 4, culminates at 8, 9, and 10. Language puzzles, exclusive of riddles, are most in favor from 12 to 15." Let us mark the culmination periods which coincide with the critical periods previously pointed out. The puzzle-interest should certainly be utilized in language-teaching.

It is evident that many riddles which deal with letters and syllables can be made helpful in the teaching of spelling. Many riddles, however, describe "the object in question in a paradoxical or ambiguous way" (Lindley). This suggests the use of the riddle as a device to detect the character of subject, object and predicate. Again, care must be taken to avoid formal drill, which would only kill the interest just kindled and serve no purpose. Below the tenth year, when children are most interested in what Lindley calls the riddle proper, namely a simple question (as: "Lives without a body, hears without ears, speaks without mouth, to which the air alone gives birth—What is it? (Echo), this exercise may simply serve to loosen the children's intellectual joints, as it were, and prepare them for the more trying tasks of the next period.

The tenth year is again the turning-point. From now on through the prepubertal period (a period of uncertain length, differing in the two sexes and in individuals), the interest in the other classes of language puzzles is marked. These are really nothing else than more elaborate riddles. Lindley enumerates the rebus, the charade (also in its dramatic form), word squares, diamonds, etc.; the acrostic—logogram, metagram, decapitations, curtailments, retailments; hidden words, and the like. "Altogether there are more than thirty species of language and word-puzzles. It is obvious that many of these not only challenge ingenuity and involve the logical processes, but also have point as information tests." It would be a welcome undertaking if someone would collect puzzles and grade and arrange them in their bearings upon different branches of instruction and with regard to language-training as such—as orthographical, word-building, subject, object and predicate puzzles, etc.

The skillful teacher will soon find a way to make good use of them.

For a clearer understanding of *the educational value of puzzles*, Lindley's article should be consulted. The following quotations must suffice to illustrate the bearing of this intellectual play upon the mental development of children approaching the most critical period of their life. "It is fair to assume *a priori* that the systems of cortical association fibres now begin to develop more rapidly.... Experimental data concerning growth of reasoning power.... furnish corroboration for the above neurological assumption .....May not this prepubertal intellectual play activity bear direct propædeutic relations to adolescence? The resulting flexibility of mind, due to the breaking up of narrow modes of thought, and the accompanying increment of gain in strength and poise of intellect and will, may help somewhat to mitigate the dangers of the 'new birth.'"

By working enthusiastically over puzzles, the child's ability to grasp relations quickly, to reason logically, is greatly strengthened, and he becomes ready for formal instruction. We are reminded by Lindley that twelve is the age when Rousseau would have Emile, after years of freedom from restraint, placed under formal tuition.

Lindley's study also demonstrates that even in this point the development of the child is parallel to that of the race. Riddles have played an important role in the childhood of mankind, at a time preceding intellectual maturity. "The making of riddles," says Tyler, ("Primitive Culture," I), "requires a fair power of ideal comparison, and knowledge must have made considerable advance before the process could become so familiar as to fall from earnest into sport." Let us be reminded of the riddle of the sphinx; of the part riddles play in Fairy Tales; and that the rebus is perhaps but a degenerated form of picture writing and hieroglyphs.

MAXIMILIAN P. E. GROSZMANN.

Charlottsville, Va.

"THE TWO ORPHANS."

A STORY FROM REAL LIFE.

JOHNNY and Mary were sitting on the back porch of their little cottage home at the outskirts of the city. Their papa was a laboring man depending upon his daily labor for the support of his small family of four.

Misfortune had recently come to them, for one night, only a short time ago, Johnny and Mary were awakened by the voice of their loving grandmother, who spoke to them very softly and tenderly, (so softly that the very tone was frightful to them,) telling them to come with her. She led them to the small room where their sick mamma had been lying for some time. She was very, very weak, but calling her children close to her side she told them that she would not be with them much longer. She said that she would soon have to leave them, that the dear Heavenly Father wanted her over there to be with Him. And that if they would be good they would soon come to be with her. She kissed them both fondly, and after telling their papa and grandma good-bye, she lingered a little while and then fell asleep in death.

To Johnny and Mary the next few days were as a dream. To their tender hearts, it looked cruel that their mamma must be hid away from them so they could not see her any more; but since papa and grandma said it had to be they tried to bring themselves to think that it was all right.

Now while they were sitting on the back porch a very grave problem confronted them. Their papa had told them that he could not keep them in a home with himself, because he must be away at work nearly all of the time. So they are to have another home. This is what they were talking about. They were wondering what it would be like. Johnny assured Mary that he was quite certain he could oversee the house where they now lived, during the day. And that he and Mary could get along just the best kind if papa would only come home to be with them at night.

Johnny was seven years old and Mary five and they were quite sure they could keep house in the daytime all right.

But even while they were yet talking, grandma called them to her, and proceeded to wash and dress them for their journey. She occasionally sobbed and wiped away the tears, which made it all the more serious for the little motherless children.

Soon papa came and, after the satchel was packed, they began their journey. The children tried to console each other with the sights along the way, but the serious faces of papa and grandma drove away the most of their enjoyment.

Finally they stop in sight of a long, large building, with rows and rows of windows, out of a great many of which peered the faces of children of all sizes.

"Who lives here?" said Mary to grandma. "Children, whose mammas or papas, or both, have gone home to heaven," said grandma.

The children's hearts fairly stood still as they remembered their once happy home and loving mother.

True, they would have a great many more playmates here than they were used to having, but this could not be compared to their once cozy little home.

Soon they were seated in a big, sunny parlor, and a gray-haired, motherly woman came in and shook hands with all of them. She held a long conversation with the children's papa and grandma; and then came the good-bys, after which Johnny and Mary were left alone with the motherly old lady.

She treated them very kindly. The children were compelled to separate though, for Johnny was given a place among the boys of his age, and Mary a place among the girls. Only occasionally did they have the opportunity of speaking together.

The following days they were kept quite busy. There were lessons to learn, tasks to perform, songs to sing, meals to be eaten at long tables, walks to take, church to attend, speeches to listen to— oh, but those were busy times!

Only at playtime and at the noon meal were they allowed any freedom, and this was well improved by all of them.

One day Johnny overheard the matron in conversation with a strange man, and without hardly aiming to be naughty, he listened to them for a while. To his great surprise he learned that they were talking about Mary, and that she was to be taken to another home—a real home, where she would have a real papa and mamma and a grown-up brother. But the saddest part of it all was, her whereabouts was to be kept a real secret. Not even her papa nor her grandma were to know where she should go. And of course Johnny was not to know either. But he peeped through a crack and got a good look at the strange man, and resolved that when he should be a little larger, and should get out of this home, he would search the whole world over but what he would find this very man and his sister Mary again.

In a day or two he was called into the parlor where Mary and their mistress were seated. She told him that Mary was soon to go away and that they should now a little visit, for in an hour or so Mary would have to leave. It was a very solemn visit indeed, but before he was sent out Johnny whispered to her to be a good girl and he would some time come to her. This was the last time that he has ever seen his little sister Mary, but he hopes to see her, some time.

A few weeks later a man came to the home, and, after a long talk with the matron, he took Johnny with him on the train to a farm near a small town, and told him that this would be his future home.

Johnny likes the farm very much, with its horses, and sheep, and cows' and pigs, and chickens. And he likes his new papa and mamma, too, for they are very, very kind to him, allowing him a little colt and pig which he may feed and call all his own.

But amidst all these pleasant surroundings he has not

forgotten his promise to his little sister Mary, and he still declares that when he is a man he will hunt the whole world over until he succeeds in finding her.

JOHN JAYFRED.

THE NEW BOY.

Did y' ever stop your ears up,
'Nd listen to your teeth,
As they dance 'nd clack 'nd clatter
On the crackers underneath?
Kin y' make your ears go wobbly
Like a donkey when he brays?
I'll bet y' can't make both your thumbs
Go roun' two different ways!

Kin y' yawn as if y' liked it,
With your mouth shet tight?
Y' don' know how t' *cluck* your tongue—
Naw, *that* ain't right!
Kin y' whistle on two fingers,
Like a ningine callin' "coal?"
Say—lemme see your sling-shot—
You got a fishin'-pole?

Y' can't stan' on your head-'n'-han's
'Thout a wall to prop—
D'y' ever go in swimmin',
An' never tell your Pop?
The teacher's watchin' both of us—
She's on to me, I gues'—
'F she keeps me in f'r talkin' t' you,
I'll—lick you at recess!

—HARRISON EASTMAN PATTEN.

Sycamore, Ill.

For the radical betterment of humanity, more is hoped from the public-school system, duly improved and administered, than from any other agency now known.—*Supt. Andrews, Chicago.*

George William Curtis says: "The dignity, the influence, the power of the teacher's office are incalculable."

THE EDUCATIONAL CURRENT.

Northern Illinois Teachers' Association.

THE semi-annual gathering of the Northern Illinois teachers was held at La Salle, October 28 and 29. The general topic for discussion was "The American Idea in Education:" *First*—The Problems of the American Public School. *Second*—The School in Relation to General Culture. *Third*—The Relation of Clubs to Education About twelve hundred teachers listened to or participated in the discussions. The sessions were held in the new Township High-school Building, one of the most magnificent school-buildings in the state. Wide halls, beautiful ceilings, short stairs with broad landings, preserve it from that severe, barn-like appearance which characterizes so many school-houses. In the basement is a spacious gymnasium seventy by eighty-five feet. The assembly-hall will seat four hundred and allow fifteen square feet of area-space to each person. The beautiful music-hall is seated with six hundred opera-chairs. The principal's office, library, chemical, physical and biological laboratories are fitted up with safe, tables, water-baths, live-boxes and apparatus of the latest and most improved kind.

Not an insignificant part of what many of the teachers learned at the meeting was what a well-appointed school-building should be like.

Most of the furniture and apparatus is the gift of Mr. Matthiessen, a wealthy gentleman of La Salle, through whose generosity fifteen carloads of the visiting teachers enjoyed a trip to the wonderful canyons and grottoes of Deer Park.

Why Not Use Our Public Buildings?

A COMMODIOUS, well-heated building like the High-school Building at La Salle, lighted with gas and electricity so as to be available in the evening, suggests the query: Why do we let such opportunities escape us? Why

keep such expensive edifices closed one-fourth of the year and two-thirds of every day they are in use? In La Salle, Streator, Bloomington, Springfield, Chicago and all mining and manufacturing towns there are large labor and foreign elements which have, properly speaking, no homes. They sleep and eat in crowded tenements filled with drying clothes, odors of bad cooking and crying children. The half-grown children loiter on the streets after school-hours; the husbands and sons hurry through the evening meal; eager to escape to the purer air of the downtown sidewalks, or the light and warmth of saloons where there is plenty of room to sit and perhaps music to entertain them.

We deplore the number of men who frequent the saloons and the number of boys who loaf on the streets. But the saloons and streets are wide open and free to all. Meanwhile the school-houses and churches are locked tight. We say that the latter are God's houses, but we lock them up, pocket the key and walk away as though they belonged to us, excluding God's children—and thereby Himself—for all but about eight hours out of the one hundred and sixty-eight of every week. These public buildings should be the club-houses of the well-nigh homeless classes; places where they can come to sing the songs and read the literature of their native lands, where they can hear lectures, participate in debates and sip their cup of coffee while they make the acquaintance of their fellow-townsmen. We shall never close the saloon until we open the church and the school-house.

Neither shall we have other than a precarious hold upon the children of the laboring class until we educate the parents along with the children. So long as parents are too ignorant to appreciate the benefits of an education, so long as they send the children to school only because they are too young to be put to work, so long will they continue to defeat the efforts of teachers for the advancement of the children. Education no longer means the cultivation of one or two of the child's faculties; it means the culture of *all*

its faculties, and there can be no true culture while the home-life is such as to continually blunt its sensibilities. The parents must not be left behind.

In the very rare instances in which the school-buildings have been opened as club-houses for the patrons, the first request of the foreigners is to be taught something of the history and laws of their adopted country; second, to have readings from the literature of their fatherland, and their third choice is for instruction in science. Let not these costly buildings stand idle, when the use of them would put new life and vigor into starving thousands.

Something to Think About.

THERE was a world of philosophy and a world of pathos as well in the remark of a washerwoman to her mistress: "I like to live so much better since you've been saving me those story-papers. Every night when I go home from work and get supper and get the children off to bed, no matter how tired I am nor how late it is, I read one of the stories, and that gives me something to think about while I'm washing next day."

Something to think about is what three-fourths of the world is perishing for—not alone the overworked poor, but the idle wealthy also. Something to "take us away from ourselves" it has been called, but I think it would be better expressed as something to help us find our better selves.

A Good Citizen.

IN HIS paper before the recent teachers' Association, Superintendent Hatch of Oak Park said that, as our public schools are the creation of the state, the state naturally has the right to expect that the output of the schools will be good citizens. He gives as among the requisites of a good citizen, integrity of character, altruism, patriotism, good judgment, knowledge of history and the ability to earn a living. Under the head of good judgment he says:

"The pupil may be willing to choose the right, but unable to determine the right. He must be able to see things in their relations. Our school-children are weak in this respect and largely because we do not permit them to put into use the little power of judgment that they already have. The power to judge well—that is, to determine what is the best course of action, can be acquired only by the exercise of judgment. A very large part of what we know is gained only through personal experience. If the child must ever follow the judgment of an elder he can never acquire the power to judge correctly for himself. He must frequently be left to walk alone, not only physically but mentally and morally, and learn, from success and failure, and too frequently from bruises from which our loving care would shield him, to walk with confidence and meet the obstacles in his path with the power to avoid or surmount them."

Snobbery not American.

IN NO place can good democratic doctrine be so efficiently administered as in the public school. The government, the atmosphere, the teaching should be such as to emphasize the American idea of equality before the law, equality in competition, equality in possible attainments, equality in the distribution of favors. Above all things this class is entitled to such culture from the schools. Most assuredly that school which sends out aristocrats, and special classes, and elect "four hundreds," has not been imbued with the American idea. The spoiled and selfish darlings of the wealthy; children who have imbibed from their environment that they are of a higher mould than the common run of boys and girls, need Americanizing as surely as do the foreign-born.—*W. H. Campbell, Taylor School, Chicago, in "The School in Relation to General Culture."*

If the play element is a part of nature's plan in making men and women the schools should recognize it, provide

for it, control and direct it. There should be playground and playroom teachers—those who can enter into the sympathies of little children and half-grown children, not only to watch them play, but to teach them how and what to play. It is pathetic to see the children of many of our schools in their wistful longing and awkward attempts at play. The four and five-year-old child has rights in the community even as the adult has. If his home environment hampers him, stunts him, brutalizes him, the public school should come to give him life and ideals.—*Ibid.*

The Moral Effect of Playgrounds.

IN her plea for small playgrounds (*American Journal of Sociology*, August) Miss Sadie American tells us that children fairly swarm to the playground established in Chicago in 1896 under the auspices of the Northwestern University Settlement. The ground is equipped with large and small swings, giant stride, seesaws, sand-piles, etc. There is a large shelter provided with plenty of benches and with retiring-rooms. A police officer, who is a father to the boys, and a matron, have charge of the grounds, which are furnishing an object-lesson to the city. The policemen of the precinct say that not less than fifteen lives have been saved from the electric cars, and juvenile arrests have decreased 33⅓ percent since the establishment of the playground.

Boys between thirteen and sixteen who used to loaf on the street, annoying the passers-by, or who used to congregate in saloons, now go to the playground and give the police no more trouble. "The child is father to the man, and the street is no place of rest or refuge for the one or the other in his leisure moments," says Miss American.

But what shall we do with these boys and girls during the long winter evenings unless the basements of churches and the gymnasiums of school-buildings are opened to them?

Military Play.

SOME of the educational magazines have recently published opinions from prominent educators for and against military instruction in schools. Some of the objections are that the schools already have enough to do without adding another study to the curriculum; that it would require military training on the part of the instructor; that it tends to cultivate a warlike spirit, and that the pupils need outdoor exercise.

1. Outdoor exercise is precisely what this military drill will be. It is intended to supplant the rough, lawless play, the fighting and picking on the small boy which too often characterizes the playground during intermissions.

2. Everybody knows that nations with the best-trained armies are least likely to go to war. Military spirit and quarrelsomeness are antipodal.

3. Books on military tactics are accessible to anyone, and a teacher or an older pupil can as easily fit himself to direct military maneuvers as calisthenic exercises.

4. It should not be made part of the curriculum. Membership in the companies should be voluntary, and it should be part of the organized play.

In playgrounds such as that of the Northwestern University Settlement, accommodating 3,000 to 4,000 children, the formation of military companies would attract many of the larger boys who now hang about the street-corners, feeling that it would be too effeminate for them to enter the grounds and be taught to play the games of smaller children.

We have in mind a school in Northern Illinois in which, many years ago, a military company was formed that greatly improved the orderliness and studiousness of all the boys in the school. At first the younger boys ceased rolling each other in the mud and snatching hats, being more interested in watching the drill. Then they formed a second company, and later a company of little zouaves, all

gladly purchasing their own uniforms. The teachers soon noted an improvement in the boys' conduct during school hours and the people dwelling around the school-house square watched the maneuvers of the boys with pleasure, whereas before they had watched in fear lest their trees and flower-plats be injured.

In the recent war with Spain these school cadets—now men—formed a company which did some of the best work in Porto Rico, and did it with the least grumbling. One of them, a surgeon on medical duty in another regiment during a battle, noticed that the soldiers of the Sixth Massachusetts were bunched together, hindering effectual work. Recalling his early knowledge of military tactics, he left his wounded, put the soldiers into proper position, and returned to the care of the injured, having won honorable mention. His playtime soldiering had not hardened his heart, for the boys declared he was as tender of them as a mother. The school from which these soldierly soldiers came has not been without military companies for fifteen years and would not willingly be without them.

School Baths.

THERE are many children in some of our schools, and some children in nearly all of our schools, whose uncleanliness of person makes them objectionable in the schoolroom and a danger to the health of the other children. I have found temporary exclusion from school ineffective; and if they are of compulsory school age permanent exclusion is impossible, and, in any case, undesirable. The clothing of a few such children vitiates the air of a schoolroom in a very short time, and there have been cases where a single child would pollute the air in an hour so as to make it unfit to breathe. The time has come when no more new schoolhouses should be erected in the crowded parts of cities without some facilities for bathing.—*Thos. M. Balliet.*

Manual Training for Incorrigibles.

PRINCIPAL R. M. SMITH of the John Worthy Manual Training-school of Chicago read a paper on the work in that institution before the George Howland Club at its October meeting. It is unique in being the only public school in the country whose pupils are inmates of a city prison. The boys in this school are between eight and seventeen. They are kept entirely apart from the House of Correction in order that they may be saved from all contact with older criminals.

Their studies and shop-work are compulsory. The most valuable part of the course is the shop-work. This interests and holds the boys as books do not. These are the boys who make so much trouble in the other schools, but in the Manual Training-school they give little cause for discipline. One of the most significant facts concerning such education is the means it affords for attracting and holding the boys. All over the country are boys who are lost to the schools and become truants and finally criminals, because books do not interest them. They often have a keen appreciation of handicraft. They can learn to handle tools and machines. The education these would give them is the only kind they can ever appreciate.—*Intelligence.*

At the recent Federation of Women's Clubs Miss Julia Lathrop of the State Board of Charities asked that a committee be appointed to secure legislation in favor of the establishment of such schools wherever needed throughout the state.

The laws of Illinois regarding defective, dependent and delinquent children are far behind the need of our commonwealth. There are fifteen hundred urgent applications for admission to the now overcrowded Asylum for Feeble-minded Children at Lincoln; children are still permitted in our poorhouses, jails and city prisons. The number of juvenile arrests in Chicago is greater than in any other American

city; in 1892 Chicago had 16,000, while New York had only 10,000 juvenile arrests.

Truant School.

THE Civic Federation of Chicago has appointed a committee of three, consisting of Charles Alling, Lucy M. Flower and C. O. Scudder, to draft a bill for presentation to the legislature, providing for the establishment in every city with a population of not less than 40,000 people of a parental or truant-school.

A Queer Machine!

THE case of the Chicago street-car motorman who recently ran his train uptown and around the loop, making but one mistake, yet who, when about to start on the return trip, announced that he had lost his mind, asked that someone else should take charge of his car, signaled a policeman and ran toward him, in haste to be taken in charge, and who became a raving maniac before they could reach the hospital with him, raises the interesting psychological question as to what kind of a machine a mind *is* that it can look in upon itself and tell when it is out of order. In this case no one else had suspected that the man was becoming insane.

Lawyer Frank Collier of Chicago, whose physicians operated upon his skull October 22 (?) at his own request, has for months been insisting that his insanity was caused by a blow on his head, and could be cured by an operation.

James Wallace of Sterling, Ill., knew that he was losing his mind. He went to the insane asylum to visit his sister, returned home and divided the family estate in his charge, and took his own life.

A young lady, also of Sterling, on losing her mind, asked that her mother and sister should not remain alone with her, and that her brother, who was strong enough to control her should act as her guardian. One day after

looking at her image in the mirror intently she said: "I don't believe I'm crazy."

The father of the late Captain Gridley of Dewey's flagship, the Olympia, while living at Hillsdale, Mich., was afflicted with deep and prolonged melancholia. Upon his recovery he charged his wife to put him in an asylum should the malady return, as he had repeatedly made preparations to kill the children and herself. This case is less remarkable than the others, as he was sane when he made the request. Yet he was able to recall his insane deeds and to fear what actually happened—the return of the affliction and his death in a madhouse.

Is this consciousness of the same sort as that which comes to the person of defective memory when he strives to recall a well-known fact or name? Such a person has a distinct sensation of having the electrical wires of his brain disjointed, of having touched the button and having failed to get a response.

A Telling Commentary.

COLUMBUS discovered for Spain a New World. On the 26th of September, when the last square mile of it had been wrested from her, failing to feel due humiliation at the loss, and also failing to see the justice of leaving his bones in the land for which he had suffered, she proudly carried back to the Old World the remains of the man who had done her so much honor. With him she took—or should have taken *the chains into which she threw him*, and which, shortly before his death, he requested should be buried with him.

A Simple and Convenient Method for Demonstrating the Circulation of the Blood in the Capillaries.

FOR several years the writer has used tadpoles to demonstrate capillary circulation, both in the external gills (which are absorbed ten days or two weeks after hatching) and in the transparent

tissue of the tail. These show the branching of the arterioles remarkably well; and the systole and diastole of the heart are plainly noticeable in the alternating increase and diminution in the rate of flow of blood in the capillaries—especially in those of the gills. In the latter, the blood goes up on one side of the gill and down on the other, in jerks like the cups in a chain-pump moving by jerks.

Tadpoles are more readily accessible than frogs, smaller and more easily manipulated, and their tissues thinner and more transparent than is the web of the frog's foot, so often used for this purpose. I had difficulty in keeping them still enough until I placed a moist tadpole on thin sheets of celloidin without pinning and without using a cover glass. The experiment was a perfect success. The water softened the celloidin and made it sticky, so that the tadpole's tail became glued hard and fast. By adding a drop of water from time to time, I used the same specimen to demonstrate capillary circulation to two consecutive sections of my zoology class. Mount moist, not using too much water, and examine with a two-thirds-inch objective.

Celloidin may be purchased of any dealer in microscope supplies, but that sold by Schering and Glatz of New York is said to be the best for embedding purposes.—*T. O. Mabry, M. A., M. S., in Journal Applied Microscopy.*

How to See Sound.

PROFESSOR A. G. WEBSTER of Clark University has just perfected a scientific instrument which is likely to add considerable to existing knowledge of the phenomenon of sound.

The mechanism by which Professor Webster's machine records sound ready for measurement is comparatively simple. It consists of a set of movable mirrors and prisms which act in conjunction with a diaphragm. If a lens of slight convexity is laid on a plane lens, and the two, after being placed together by a screw, are viewed by reflected light, rings of color may be seen ranged around the point

of contact. The smallest rings are broadest and most brilliant, and each one contains the colors of the spectrum in their order. These are commonly called Newton's rings, because Sir Isaac Newton first investigated their phenomena. This principle of inflection, then, and a modification of the instrument used in producing Newton's rings, are used in the new apparatus for measuring sound. Within a small square box Professor Webster has placed several mirrors and prisms in such a manner that Newton's rings will be projected against a moving, sensitive photographic plate. On one side of the box is a globe-shaped resonator, inside of which is a sensitive diaphragm to vibrate. On the inner side of the diaphragm is attached a small circular mirror weighing a fraction of a gram. When a sound, however slight, enters the resonator or receiver of the instrument, the diaphragm, and consequently the small mirror, vibrate backward and forward, and a small beam of light is sent careening about among the other mirrors and the prisms, and is made finally to resolve itself into a series of colored fringes. These fringes are projected through a series of slits in a screen until by the time the light reaches the photographic plate it takes the form of a waving line. This waving line is projected on a screen by means of a lantern, and may be viewed, if necessary, by a number of persons at once, as during the meeting of the American Association for the Advancement of Science. So, as Professor Webster jocularly remarked, a deaf man easily might distinguish the difference between the sounds, while a blind man could not.

Some really startling results were shown on the screen. Thus the vibrations produced by a tuning-fork were shown in the form of regular waves across the screen. Some vowel sounds projected into the receiver were depicted in an irregular waving line, showing that it is impossible for any person to hold the voice evenly while pronouncing a letter or word. This is a point for singers and musicians generally to ponder. A draft in the room produced an ef-

fect which resulted in a series of rather irregular curves having a downward trend. Silence manifested itself in a series of regular, fine, waving lines. Ability to hear or see silence might occasion some surprise, but the record proved simply that there were sounds in the atmosphere which the human ear could not hear.—*Times-Herald.*

Clouds of Insects.

THE government has been hiring rangers whose business is to stop the great forest fires that every year sweep over Colorado. There is much complaint that they have not done their duty; for the fires this year have been of wide extent. One result is that all kinds of flying insects, hornets, bees, grasshoppers, butterflies, have been driven away from their haunts. In great clouds, stretching as far as the eye could see, they have been flying over the Kansas towns, sometimes at night clustering in masses around the highest peaks and towers—a strange and unwelcome sight.—*Journal of Education.*

Nikola Tesla's Latest Miracle.

TESLA proposes to annihilate space and send power to any distance by merely using the natural media—the earth and the air—for his conductors, instead of wires.

The process for doing this is simple, as Tesla describes it, whether it is practical or not. He has discovered that to a current of high intensity the rare upper strata of the atmosphere are as good conductors as copper wires, while the denser strata below are non-conductors. He therefore proposes to run the electric current created by Niagara and other waterfalls through his oscillator, changing it into one of high voltage, and thence up a copper wire to a balloon sailing high in the air. From there the current will be launched into the air and will, he says, be transmitted in a flash to a similar balloon and receiving machine any number of thousands of miles away, there to be caught, sent to

earth, and used to run machinery, light-houses, or do anything the will of man may desire.

It is needless to point out the revolutionizing effect of such an achievement. If it proves a success, then the sun, by lifting the atoms of water into the clouds and making them into mountain streams, will henceforth do all the work of the world—run its trains, turn its machinery, and carry all its loads. A few of the greater cataracts in America, Asia, Europe, and Africa could furnish all the power mankind would need for centuries to come. Coal and soot and smoke would be banished. In short, a new era would be created.

Scarcely less wonderful is Tesla's claim that by the use of his oscillator he can steer a vessel of any size as far as it can be seen merely by turning the crank of his machine one way or the other, without any connection between the ship and himself except the air and the electric waves that he sends through it. The secret of this mystery lies in the application of the law of harmonics to electrical waves. Everybody knows that a piano will respond to certain notes struck on another instrument. The string that responds is in harmony with the other. In the same way Tesla proposes to arrange two electric machines tuned to each other like two violins. No matter if the one be hundreds of miles away from the other, it will respond by making the same movements as the operator produces in the other. Now, one of these machines is put on board a vessel, with no crew on board, but with a cargo of dynamite fixed so that a certain impulse from the electric machine will explode it, while certain other impulses merely steer the vessel. The operator on shore turns the switch of his machine to right or left, as may be desired, in order to steer the grim death-ship against a hostile vessel. The thing obeys his will through the power of the "electro-magnetic synchronism" that exists between the machine on board and that on shore. When it comes close enough to the enemy the electrician on shore gives the crank of his machine a few swift turns,

creating a strong electrical disturbance that closes a circuit and explodes the gunpowder or dynamite, and both vessels go to the bottom together.—*Chicago Tribune, Nov. 16.*

November Meteors.

ON November 14 and 16 the earth was expected to pass through an elongated body of aerolitic matter which it encounters about every thirty-three and one-fourth years. The mass is 1,000,000,000 miles long and, although it travels 10,000 miles a second, two years' time is required for it to pass any given point of its orbit. Three times a century, for two years in succession, the earth passes through this body. This time it was expected that it would pass through *three years* in succession, meeting the van this year and the straggling rear-guard in 1900. But the meteoric mass didn't behave exactly as expected, most of the meteors coming twenty-four hours early.

There came from Wichita, Kas., a report that the house of Mr. Henderson, near Perry, Ok., was destroyed by falling meteors, two children crushed and buried in the ground, another's limbs broken, and the father and mother imprisoned under the fallen timbers for an hour. Also that six blazing masses of iron fell within a radius of one mile, making the heavens as light as day, and breaking many windows by atmospheric concussion. The report may be pure fabrication, though similar things have occurred at not rare intervals. Not many years ago a meteor was said to have fallen through a roof in Chicago, and on Feb. 10, 1896, an aerolite burst over Madrid and scattered fragments along its path, breaking windows, destroying houses, and leaving a trail of light which for a moment eclipsed the brilliant sunlight. The most remarkable phenomenon of recent years was the gently falling shower of gray dust and snow which visited Chicago and Northern Illinois in February, 1896, covering the faces and clothing of pedestrians with thin mud, and making the ground look as though sprinkled with ashes.

The annual phenomenon of Indian Summer is unquestionably caused by the passage of the earth through a gaseous or star-dust mass similar to the aerolitic body we were expected to encounter on November 14–16. No annually recurring phenomenon of the earth itself will account for the peculiar haze of atmosphere and color of sky. The only thing approaching it, and attributable to strictly terrestrial origin, was the atmospheric haze and magenta skies which began after the great volcanic disturbance in Borneo and Java in 1883 and which traveled steadily westward around the world, illuminating the sky in this part of the United States, both morning and evening for many months of the winter and spring.

"PATRIOTISM IN OUR SCHOOLS."

Among educators to-day there is a deep, strong current of desire to introduce matter, methods and means into our schools that will tend to develop a spirit of patriotism into "Young America." There is a healthful demand that every educational fact and every educational force make for the best possible citizenship. In many ways the love of country can be fostered. In Germany every school-boy as well as every teacher can repeat "Wacht am Rhein," the German national air. In this country it has been the writer's experience that not more than one of every seventy-five teachers, not to mention the pupils, can repeat "The Star-Spangled Banner" entire. An excellent little book by Harry Pratt Judson, head professor in the University of Chicago, entitled "*The Young American*," is the best book we have ever seen to assist the teacher in the development of love of country among pupils. In addition to the simple principles of civil government, it contains all the important patriotic selections, many of which should be woven into the mental and moral woof and fibre of American school children. The book is published by Maynard, Merrill & Co., New York and Chicago.—*Adv.*

WORKINGS OF THE CHILD-MIND.

"What is a furlough?" asked a Columbus (Ohio) teacher.

"It means a mule," was the reply of Mary.

"Oh, no," replied the teacher. "It doesn't mean a mule."

"Indeed, it does," said Mary. "I have a book at home that says so."

"Well," said the teacher, now thoroughly interested, "you may bring the book to school, and we'll see about it."

The next day Mary brought the book, and in some triumph opened to a page where there was a picture of a soldier standing beside a mule. Below the picture were the words: "Going Home on His Furlough."

A kindergarten teacher was recently reviewing her little class on the instruction given the day previous. The following are a part of the questions and answers: Teacher—"Now, children, I told you yesterday about the various materials from which your dresses are made—silk, wool and cotton. Let me see how well you remember. Maggie, where did the material come from of which your dress is made?" Maggie—"It once grew upon the back of a sheep." Teacher—"Very good! And yours, Blanche?" Blanche—"My dress once grew upon the back of a sheep and a part of it was spun by the silkworm." Teacher—"Correct! And yours, Lucy?" Lucy (with evident embarrassment)—"My dress was made out of an old one of mamma's."—*Union Signal.*

EDITORS CHILD-STUDY MONTHLY:

To study the child it is well to note some of its unusual expressions, that certainly indicate peculiar mental operations. I am always interested in those you publish. I append a few of which you may perhaps make use.—*J. L. Hughes, Sullivan, Ill.*

One day last winter a teacher in Atwood, Ill., asked her

class to reproduce a part of the story of Robinson Crusoe. The next day Clyde W—— told of "Robinson Corkscrew." When asked why he made the change Clyde replied: "I knew how to spell 'Corkscrew,' *and I didn't know how to spell the other.*"

Willie B——, a five-year-old, at Flora, Ill., had been quiet for some time, when his mother asked: "What are you thinking about, Willie?" Willie—"I was just a thinkin' who would bury the *last man when he died.*"

Johnnie K——, a three-year-old of Monticello, Ill., was recently taken sick and said: "Dussie, send for Doctor Knott. I want some pills." Gussie replied that Doctor Knott had died and gone to heaven. Johnnie—"Won't he dive me any more pills?" "No." A few weeks after Johnnie was out doors playing when it began to hail. Running excitedly into the house, he cried: "Dussie, dive me a bottle, twick! Dr. Knott's frowin' down little pills from heaven an' *I want to pick 'em up.*"

Miss Hoke, fourth-grade teacher in Sullivan, Ill., was talking recently to her class about Lafayette, and being justly proud of an honor shared by one of her ancestors, said: "My grandmother told me the other day that her grandfather came over in the ship *with* Lafayette!" Whereupon ——, whose desire to excel surpasses his adherence to facts, said: "My uncle was down to the station and *saw him get off the train.*"

Recently I was interrogated by little Horace, a five-year-old, as follows: H.—"Did God make the sky?" "Yes," H.—"What would happen if a piece of the sky should fall down?" "I don't know." H.—"Is there another sky on the other side of that one?" "No." H.—"God holds the stars in the sky with a little string, don't he?"

AMONG THE BOOKS.

School Room Plays (as found in Songs for Little Children, Vols. 1 and 2, by Eleanor Smith,) by Katherine Beebe. Thomas Charles Co., Chicago, Publishers.

Everyone who has ever watched the effect of a *real* kindergartner—there are so few genuine ones—upon the children of higher rooms as well as her own, knows that the first and most important step in the education of a child is to make him love school. If he is thoroughly imbued at the start with the idea that the schoolroom is a delightful place, it is years before the drudgery of school work effaces the impression. But how can this impression be made if the drudgery begins at once? Miss Beebe has wisely said that little children have lived most of the hours of their few years in a play-world, and it is the common experience of first-grade teachers to have in their classwork only the bodily presence of the child, his mind and soul roaming far afield into his familiar play-world.

To assist the teacher in keeping the child's heart in his school work, Miss Beebe has arranged plays to be accompanied by Eleanor Smith's songs. Some of them are called "Good-Bye to Summer," "Milkweed Babies," "The Woodman," "The Carpenter," "Little Soldier Men," "Wandering Workmen," "The Windmill," etc. There are four plays for each of the ten school-months. Songs and plays are both sometimes very pretty, as:

"Come, little Leaves," said the Wind one day.
"Come o'er the meadows with me, and play;
Put on your dresses of red and gold,
For summer is gone and the days grow cold."

Soon as the Leaves heard the Wind's loud call,
Down they came fluttering one and all.
Over the brown fields they danced and flew,
Singing the sweet little songs they knew.

Geographical Nature Studies. By Frank Owen Payne. American Book Company. New York and Chicago.

This is an attractive little book, designed as an introduction to the study of geography. It deals with atmospheric phenomena, the configuration of the earth's surface, the work of streams, frost and ice, the animals and people of earth, their dress, habitations, occupations, government and transportation by land and water. The work under

any one of these heads does not attempt to be exhaustive, but merely suggestive. It is an interesting and useful book, handsomely printed and illustrated. Among the illustrations are bewitching pools, shady village streets, birch-bark canoes, beds of water-lilies and scores of other pictures to delight the little readers.

MAGAZINES.

Colonel Waring's death has made it even more certain than an added ten years to his life could have made it that the United States will radically renovate the port of Havana, and that yellow fever—as a clearly preventable disease—will be exterminated from North America. Thus, in his death, Colonel Waring will have rendered to his countrymen the crowning service of a long life of usefulness, and will have derived his chief title to fame from the part he was permitted to take in the noble task of emancipating Cuba. All the varied experiences of his life had preëminently fitted him for this brief mission, with its successful, though tragic, ending.

The just appreciation of Colonel Waring's mission has been almost unanimous; and the lesson of his life and death has profoundly impressed the community for good. Colonel Waring, being a patriot as well as our foremost sanitary engineer, did not wait to be sent against his own will and judgment upon a worthless errand. He gladly volunteered his services, and the President of the United States in accepting those services gave Colonel Waring the noblest opportunity of usefulness that had ever fallen to his lot. The mission to Cuba reflected honor and credit alike upon both men.—From sketch of Col. George E. Waring, Jr., by Albert Shaw, in the *American Monthly Review of Reviews* for December.

Selfishness, one of the crying evils of the age, is caused too often by parents yielding to every whim and fancy of the child. He not only expects such treatment always, but lets his whole manner and tone announce the fact. Do what is necessary and right for him but do not coddle nor spoil him.—*Bertha Dawson in Kindergarten Review.*

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THE CHILD-STUDY MONTHLY

Edited by
William O. Krohn
Alfred Bayliss

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CONTENTS FOR JANUARY, 1899.

EDITORIAL, - - - - - - - - - - - 385

CAUSES OF MINOR MENTAL ABNORMALITIES,
Translated by Dr. C. C. Van Liew 391

"TAKE HEED THAT YE DESPISE NOT" (POEM), - *Morgan Groth* 402

THE KINDERGARTEN AND OLDER CHILDREN, - *G. A. Stuart* 403

WHOLESOME READING FOR HEALTHY CHILDREN,
Dr. Oliver Wendell Holmes 409

CHILDREN AND REALITIES, - - *Mrs. Mary R. Baldwin* 411

A YEAR IN THE KINDERGARTEN, - - *Elizabeth Hammers* 415

THE STORY OF THE CHESTNUT-BURR, - *Mary R. Parkman* 424

THE EDUCATIONAL CURRENT, - *Clara Kern Bayliss, Editor* 425

WORKINGS OF THE CHILD-MIND, - - - - - - 433

AMONG THE BOOKS, - - - - - - - - - 443

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The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

Vol. IV JANUARY, 1899. No. 7

EDITORIAL.

Prevention of Minor Mental Abnormalities.

WE can not refrain from especially calling the attention of our readers to the chapter in this issue on "Prevention of Minor Mental Abnormalities," in the series Dr. Van Liew is translating from the German for this magazine. The problem therein stated is one of grave concern not only for parents and teachers, but also of great interest to students of sociology. This same topic will be continued in this same interesting vein in next month's issue.

The Children of the State.

THE following words, uttered by Dr. Jenkin Lloyd Jones in his presidential address at the recent meeting of the Illinois State Conference of Charities, are certainly replete with sound social philosophy:

"We in this country assume that the free-school system is the right and need of all children. In some cases free tuition seems adequate. The books, clothing and food of the child come from more private sources, but in many places the state has already concluded that better results can be obtained for all the children of the state by supplying them with free text-books. In some places the state is beginning to consider that the logic of the situation will compel it eventually everywhere to recognize that it is its

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duty to furnish the more needy with suitable clothing as well as books necessary to the proper use of their school privileges. When the home resources of the child become still more meager and he is not only wanting in books and clothing, but in food, is it not still the duty of the state to keep these little starvelings, so far as possible, in the main line and make the small investment necessary here in order to save the great wastage further on? Where the resources of the child are still more meager and he is found without ears, eyes, or adequate powers of locomotion, it is still the duty of the state to do all that it can to ameliorate these greater losses and still to keep the little ones in the line. There is no link in this line of helpfulness at which the state can stop and say: 'Here my responsibility ends; from this on, the fate of the child is in his own hands or the hands of nearer relations, or when there are none of these he is left to the uncertain mercy of the sporadic benevolence of the more tender or generous of the state.' All children are children of the state or else none are children of the state."

The Privilege and Duty of City Schools.

PURSUING his subject further in the same address Dr. Jones directed the attention of his hearers to the necessity of the school's, especially in our cities, more fully and more completely occupying the child's time so as to prevent the baneful, blighting curse of indolence.

Blessed word is that—"occupation." The new education is bound up in it. The health of the child is contained in it, the safety of the saint is represented by it and the progress of humanity is dependent upon it. The school has its "tasks" but it has no occupations. It has its hypothetical six hours for study but no industry. The safety of the state lies in the occupation of its children. Occupation is not drudgery. There is an overwork that is killing, but the danger from work, any work, all work, is trifling compared to the greater dangers of indolence. In the city, at least,

the state must help plan for the full activity of the child, not simply the pauper or the malformed, but the well-housed and well-born child in the city must depend largely on the state for that normal activity that will secure its best development; hence the wisdom of the present tendency towards manual training; but we want more than "manual training," as technically understood, more than can be secured in the costly shops or that can be systematized into technical studies. The state must give us ampler playgrounds, more open parks in summer, more closed parks, warmed and heated, in the way of halls, devoted to development, in winter. The child calls for an extension of the school-year so that in some way or another the activities of the city-bound children can be directed for twelve months in the year by and under the support of the state. We want the typical four-story schoolhouse rearranged so that the basement and upper story will always be devoted to physical activities, manual industries, trade schools not of one but of many kinds. To such a schoolhouse the children not otherwise provided for will be glad to go not six but eight hours a day for twelve months in the year, with their buoyancy preserved and their joy secured by that happy alteration which it is the business of wise pedagogy to devise and exact.

Punishment of Children.

DEFERRING to a rather baseless sentiment the city council of Chicago a few days ago passed an ordinance to prohibit corporal punishment in the school for criminal boys at "The Bridewell," thereby leaving one to infer that the punishment formerly employed at the school—solitary confinement in a dungeon—is preferable. It is certainly to the credit of Mayor Harrison that the bill has not received his official signature. The writer has had under his observation the past few days one of the most degenerate lads in existence. He is certainly the toughest proposition in the form of a boy that can possibly be conceived. He has not the slight-

est regard for his mother's tears, her pleading letters, his sister's affection or the authority of law. His vices have become so deep-seated and were begun so early that his physical development has been seriously impaired. He is nearly seventeen, but is not so large and certainly not so well developed as my boy of eight. The stigmata of degeneracy are in evidence in his every line and feature. In my dealings with him I find that the only semblance of authority in his entire past life was that in evidence at the "John Worthy School" in the form of corporal punishment, and it did him good. He himself admits that. Yet all the softer influences of life have had no effect upon him. He would deliberately tear his mother's heart to shreds.

The Dark Closet vs. A Spanking.

AND I have often heard parents boast that they never have visited corporal punishment on their children. This is in itself a most excellent idea, if they do not resort to worse methods of correction. The method some have of sending a child into a dark room for punishment is most pernicious. It is fiendish, devilish. The trembling, shivering, sobbing child should haunt a parent who makes use of such punishment to the end of his days. Very often there is permanent injury involved in such a shock to the nervous system of the child.

The Deceit of it All.

AND if there is no permanent physical injury so wrought there is certainly an immense moral injury, more or less permanent, done to the child. The child is told some fearful, blood-curdling tale about the "big black dog" or "bad man" that will probably get at them in that dark room. At first the mental punishment is far greater than a severe whipping would be. The child may become so terrified as to go into convulsions. I have certain knowledge of two such cases. After two or three inflictions of such punishment the child

soon learns that their fears of the dark room were misplaced. Each succeeding time they are "cast out into the darkness" the terror of the thing becomes less. No one carries them off. The big black dog fails to keep his engagement to be there to bite them. The bloodthirsty giant does not materialize. The child detects the deception, more frightful stories are told and he finally learns that the whole thing is false. The chief result of this mode of punishment is the discovery on the part of the child that the parent is untruthful. Does this not encourage such traits in the child itself?

Language-Teaching from the Child-Study Point of View.

DR. GROSZMANN'S interesting series of articles on this topic will be concluded in our next issue. The widespread interest awakened in these articles, manifested through letters received from many of our readers, is a testimony to the real worth of these investigations and researches of Dr. Groszmann.

Criticism Without Science.

SENTIMENT WITHOUT SCIENCE.—. . . Watching for a larva to complete the period of feeding, to turn into a chrysalis, and to hatch into a beautiful moth quickens the pace to school in the morning and fills the tedious hours with anticipation.—*Editorial in Child-Study Monthly.*

A "chrysalis" does *not* "hatch into a beautiful moth," brother editor. Moths come from cocoons.—*Editor Primary Education.*

Perhaps the editor of that delightful journal, *Primary Education*, knows of some new kind of cocoon which does not contain a chrysalis. A moth most certainly does come from a chrysalis, and if our sister editor will open any discarded cocoon from that of the common "dusty miller" to those of the beautiful *cecropia* and polyphemus moths, she will find within the empty chrysalis case.

Meeting of the Department of Superintendence.

THE time is approaching for the annual meeting of the Department of Superintendence of the National Educational Association which convenes next month at Columbus, Ohio.

The program is an excellent one from every possible point of view and the place of meeting central so that the attendance is bound to be large. In this connection we would like to say that, inasmuch as this meeting always occurs at a time when the superintendents are busily engaged in school work, it would seem best to always have the meeting at some centrally located point easily accessible on various lines of railroad. No meeting will ever surpass the one held two years ago, at Indianapolis, in attendance and interest. This was largely due to the fact of location in a city well provided with railroad facilities and therefore capable of being reached from all parts of the country in the minimum of time. We hope that the agitation begun last year at Chattanooga in behalf of locating this meeting at some central point for a term of three or five years will culminate in the selection of some such city as Indianapolis. No city is better adapted for the purpose.

Among the Books.

THE attention of our readers is especially called to our book reviews in this issue. All the books mentioned in this department have been carefully read and closely scrutinized so that our readers may have some of the salient facts well founded on which to base their judgment in selecting books for purchase. We expect to make this department more and more useful to our readers. We know that the class of teachers and parents who read THE CHILD-STUDY MONTHLY are of the class who read and buy books.

Reports from the State Meetings.

IN our next issue we will publish reports from the various Child-Study Meetings being held in connection with the Teachers' Associations in the several states as we go to press.

Small Dorothy had just been stung by a wasp. "I wouldn't a' minded it walking all over my hand," she said, between her sobs, "if—if it hadn't sat down so hard."

CAUSES OF MINOR MENTAL ABNORMALITIES.

[*Continued.*]

THE PREVENTION OF MINOR MENTAL ABNORMALITIES.

Still more urgent is the question as to what can be done to check the evil which modern physicians regard as at present more prevalent than ever—most prevalent, according to Pelman (28), in North America and France, then in Russia, England and Germany. "And this nervousness is daily on the increase, developing into a plague as great and unendurable as was any one of the seven Egyptian plagues."

Psychopathic symptoms often appear even as social phenomena in political, religious and industrial partisan activity, where dangers threaten and emotional overstimulation both weakens intellect and moral fibre and sweeps individuality entirely out of the path of deliberate and logical thought. What can be done to prevent the development of innate psychopathic affections, to remove the predisposing and incidental causes which threaten child-life with an outbreak of the psychopathic taint and with degeneration, and, in so far as their influence cannot be prevented, to heighten the power of both individuals and of generations to resist them? "For if one continues to draw on the health stock-in-trade still at hand without giving any thought to the production of new, the capital must finally be exhausted, and each generation will enter life with less until here also, as in the financial sphere, bankruptcy puts an end to the scene (29)."

The question of prophylaxis, or prevention, as both von Krafft-Ebing and Koch alike emphasize, is therefore by no means a purely individual, but at the same time a social question of great range. To speak with Koch, it is beyond a doubt that here not alone the individual, but also the entire living race, has duties to perform. The use to which the individual puts his physical and mental powers may appear

to be merely his affair. But it is only apparently so, for in truth it is the affair both of the human society whence he sprang and in which he lives, and of coming generations.

"Therefore the prevention of minor mental abnormalities is very peculiarly an affair for public concern in many ways. One does not deem himself justified in loading too heavy pecuniary burdens for the future upon a state or a community; but he does not consider whether or not he should tax the nerve-health of posterity; for this is done not intentionally, but out of ignorance or in thoughtlessness, at times even on the part officials. But I do not doubt that cultivated states might often be preserved from their fall if a thorough-going prophylaxis of minor psychopathic disturbances could be and were instituted. And I am so much the more certain of this, inasmuch as an efficient system of prevention cannot be carried out here without the accompanying activity of moral forces (30)."

If the threatening dangers are to be prevented, all modern society must regard as one of its most earnest problems a system for the prevention of all nervous affections. What would have to be accomplished follows in the main from what has been said in the preceding paragraph, and we may therefore content ourselves here with a few further suggestions (31).

In order that children be not born into the world with neuropathic and psychopathic dispositions, the marriages of nervous and weak persons, especially if blood relations, or even of blood relations alone, should be prevented if possible.

"Since one cannot be sufficiently prudent in the selection of his parents, strictly speaking, the choice should begin here. Unfortunately experience shows that too often all the physician's advice remains unheeded, and despite all warning marriages are undertaken that, with almost mathematical certainty, are followed by the most evil consequences —in case they don't remain childless, which happily is very often the case (32)."

Greater care should be taken that, after the burden and heat of a day in some calling partial to mental labor, "relaxation" be not sought too often in clubs, beer-gardens, theatres, concerts, or above all in the prevailing night-cafe (33). The sojourn in an overheated atmosphere loaded with tobacco smoke, excess in alcoholic indulgence, and especially the regular deprivations of sleep, tax the nerves through overstimulation far more than the hardest labor at one's calling, and render the parents unfit to beget nerve-strong children, especially if still other nocturnal "sins of the fathers are visited upon the children."

The notorious "police-hour" was in this respect an institution of uncommonly great importance to national health.

Fasting, also, which Count Tolstoi, in his most recent writing, praises as the "first round" in the ladder to physical as well as mental, religio-moral and social health, was, according to Luther's confession, "a fine physical discipline;" while the modern, over-refined and sharply spiced table, without the fast-day as a day of rest for the stomach, likewise helps to overstimulate and weaken the nerves.

It is no less important to limit the appetite for mental indulgence; especially is this needful in the case of future mothers in whom the craze for reading not infrequently inflames the phantasy through novels of morbid contents, and thus circumscribes quiet thought.

If the daily public press would take part in the prophylaxis, it should above all have a care for food which is mentally and morally more healthful, and many a paper might direct its critical passion occasionally against the nerve-exciting tendencies of the day as seen in literature, art, philosophy, politics and social life, especially against what Pelman (34) has so aptly designated as nervousness in romance literature and on the stage.

"The more, he believes, the nerves are shaken up in literature and art, the more dismal the object, the more blustering the music, the more ravishing do we feel the stimulation to be. To take up a romance of Walter Scott's

were both tedious and ludicrous. There everything is so homely, so healthy, and when the end is reached and they 'get each other,' what has been gained by all such prosy scenes and events?

"How differently do the more modern romances comprehend life! There one can see how it really is, and a pistol-shot is furthermore quite a different solution from an ordinary marriage. Since Flaubert, in his celebrated 'Mme. Bovary,' introduced hysteria into literature and made it the fad, the mentally and morally healthy have disappeared more and more from the scene of the modern romance and in their stead the mentally diseased and knaves lead an ever madder dance. A well-known French romance (35) finds its scene of action in the neurological clinic of Charcot, to make no mention of a series of other French novels that misplace their scenes of action in still other localities.

"That the stage could not be found backward in this noble contest is a matter of course. We have already advanced from the modest beginnings of a 'Câmeliendame' to the remarkable products of an Ibsen, and the charming melodies of Haydn must yield to the intoxicating 'music of the future.' It is certain that we hanker after such diet and that only that is offered us which we deserve. But equally unassailable is the truth that the diet is in itself unhealthful, that it is made up of the morbid products of a morbidly overstimulated mind; and if this morbidly supersensitive mind happens to be a genius, this fact does not alter the aspect of the case."

But we fear that our warning in this instance will find but few favorable ears. Only a very few daily papers have ever evinced any special interest or intelligence, or granted any space for questions of education, while a certain tendency daily offers columns of reports even upon the most miserable stage botchings and their presentations, and perhaps censures the whole affair, though not because it helps contribute to the nervous, mental and moral degeneration of our people. The madder and more exciting, the better!

The feminine sex, otherwise naturally equipped with a weaker constitution of the nervous system, cannot be shielded enough from the much reading, hearing, and seeing of psychopathically abnormal "heroism." "Tell me whose company you keep, and I will tell you who you are," said the sage of ancient Judaism. In our age of nervousness, where every such stimulus consciously or unconsciously calls forth a reflex imitation, this it doubly true. The insanest lines of thought and action, like the craziest modes, are imitated at first only in fancy, then also in reality, especially by the weaker sex and the nervous inhabitants of large cities. Marriages that are not introduced and shaped romantically, that are not arranged and preserved foolishly but reasonably, have no "charm."

In consequence of overstimulated demands they fail later to experience any of the affection of family life, whose warming and enlivening sunshine is thus missed by the children also. Besides this, for apparent reasons, normal and abnormal peculiarities are both inherited by children and transferred by intercourse and educative influence to a greater degree from the mother than from the father.

One would do well, therefore, to put into the hands of young maidens, as future mothers, instead of only book and needle from the earliest years on, far more of the coarser implements for diligent daily use, capable of strengthening muscle and nerve. Yet, even in the country it has gone so far that mothers are fearful that the "little hands" of their fourteen-year-old nervous boys might suffer injury if they had to handle some garden implement an hour each day.

In view of the future mothers who are not only to dress up their female dolls but must also educate sturdy boys, and, alas, often alone, until they have reached their majority, it were well to cultivate some more substantial form of education than is too frequently offered in our higher schools for girls. The separation of the sexes in youth, the cultivation of sentimentality, nervousness and hysteria in

children may be desirable for nuns' cloisters (the holy virgin and similar hallucinations will then appear so much the more frequently), but for girls who are to devote themselves later to the divinely-appointed and natural calling of motherhood, co-education is urgently recommended. I, at least, would not forego its educational advantages in my institution any more than a father and mother, for example, would prefer to educate seven boys or seven girls instead of four sons and three daughters.

It is true, the modern view, that has become generally current and that came to us from France, when it was rank with cloisters and barracks, regards the separation of the sexes as a matter of course. On the other hand, of the thousands present at the fifth evangelical school-congress, held at Barmen in 1888, but one individual spoke for the separation, and the assembly, composed not merely of school-men of all categories, but also of heads of families of different callings, clergymen, representatives of the government, and others, almost unanimously declared that "education and instruction, teachers, pupils, and parents all thrive best in their mutual relations under a system uniting the sexes." "Let the school order itself as much as possible in all respects after the family, *i. e.* neither like military barracks nor cloisters; then it will be on the right track." And this is to hold good not alone for the common folks school; "the facts would furnish argument more for the union than the separation also in the case of the higher girls' schools, real schools and gymnasia." Without question many of the pathologically intensified outbreaks of modern youth would not appear and particularly would the sexual irritability and weakness of both sexes, with all their secret sins of youth, be appreciably decreased by their daily intercourse with one another. But, above all, our future mothers would not be so estranged from the interests of boys and of the male sex, as to be later absolutely incapable of educating boys, thus having to share in the blame of their degeneracy. Again, the esteem of the female sex for

itself, and that of the male sex for the female, cherished by this means from earliest youth, might reduce the abominable prostitution, which, directly and indirectly, and in league with the increased indulgence in alcohol (36), is the cause of at least fifty per cent of all the psychopathic anomalies and insane of our metropolises.

All this and more like it must be considered, if children are not to be neuropathically and psychopathically tainted, *ab ovo.*

One should not seek to stimulute and incite the child mentally before the time. This is particularly true of children burdened with some innate psychopathic tendency. But it holds goods also for others who are shown not to have inherited any nervousness. Fortunately, it is true, the healthy children favor such a process of early stimulation less than those who develop early, but pathologically; besides, the healthy children are more likely to have reasonable parents.

At a later age, one should not try, out of vanity or other reprehensible grounds, to consign children to a calling that is too high for their endowment and too difficult for their physical power, and hence require their attendance at schools that are not adapted to them. But if one is guilty of it, he has no right to complain of the school for taxing the children too severely.

Furthermore, physicians have said and complained much of the home-tasks. There is a very simple means of removing them, or at least limiting them wisely. For example, the parents could rouse themselves to declare: "We shall help our child under no circumstances; but we shall give him a written statement every time that he could not perform the task alone, and hence had not done it." The overfeeding with indigestible material would then soon cease and the child would remain mentally healthier.

Koch, also, with a view to the requirements of our present generation, regards the demand as indispensable. "No more home-tasks, or, at the most, only one hour of home-

work! Only one hour of home-work at most also for the more weakly endowed." In our time a predisposing somatic or psychic weakness and nervousness are prevalent to a very different extent than formerly. Also the departmental system of teaching of to-day results in more intensive work in the pupils. For both reasons the time devoted to study must be reduced if any regeneration is still to be introduced, and we would not hasten on to conditions in which regret comes too late.

Likewise under no circumstances should supplementary hours be imposed upon a nervously disposed child, in order (as by means of an extra tutor) to support the work of the school at home. If it is really possible for a weak child to bear additional hours of work, without being made weaker by them, then one ought to cultivate in him the interests that do not find sufficient nourishment in the school. For example, if it is not able to keep up the first year in reading and writing, then at home permit it diligently to draw, build, model, and the like. It is the sense of form that has been backward in development, and which is entirely smothered by the letter. If it cannot keep up in arithmetic, then banish the figures at home; take the child out into field and forest to walk and let it grasp the numbers which are offered in the trees, flowers, animals, railroads and the like. Then, if the child is not promoted, that is perhaps his good fortune; his mental health will be exposed to slighter harms.

The things that occur in this nagging with empty word-cram often defy all description. I have made the acquaintance of feeble-minded pupils who had to read, prate, and write of things which they had never learned to recognize. Indeed, this is no rare phenomenon also among the mentally sound; but the latter finally take care to make themselves familiar with the thought-content. One very excitable weak-minded boy of nine years could not distinguish between one and two; *i. e.*, he could not with certainty take *two* sticks from a pile. But the mother assured

me that he had been awakened at night from sleep by order of the director of the institution, to count to fifty; *i. e.*, to memorize the names of numbers. The same boy, among other things, could rehearse from memory and with correct emphasis whole fables from Hey, without being able to understand a single sentence of them; for example, without being able to point out in the picture the boy, bird, bush, or nest. If he was to draw or sketch anything, as a window, he began to recite: "W-i-n-," etc. Thus do we educate parrots instead of men; and what is more, we brag of the accomplishment. Would that such children might never get to see a single mind-killing letter, and in its place learn to decipher the languages of nature and of human life! "The instruction of parrots is not to be taken as a pattern," warned Comenius something over 350 years ago. But human parrots are still to be found in schools higher than the institutions for feeble-minded. Here, also, when ideas are wanting, one is accustomed to drill in a word for it at the right time. And if it is successful, then it is called "making progress."

But not all requirements have been met if one has succeeded in preventing the overtaxing of children through school-work. The children, like the parents, must also be protected from injuring themselves in their free hours still more than study would have injured them in the same time. But it is just here that some of the greatest and most inexcusable negligence occurs. Hence, if the pupils, freed from school-tasks, are not to run into by-ways that will endanger their mental health, care must be taken to provide in the free hours for some employment or for physical activity under reliable supervision that will guard both body and soul from harm. Far too often, however, parents avoid these duties, indeed even smooth the way of their children to their injury, bringing them up to a sensuality that weakens body and poisons mind and heart. As Koch (p. 303) so aptly depicts: "Pocket-money is given to an extent that overleaps all reasonable bounds; and dances are given for

children lasting until far into the night. Evening after evening society and theatre are sought, all kinds of reading are allowed, carousing and excessive smoking are clapped on the back, etc. In our day, in fact, even young children are taught to ape the unnatural life of their elders and one either does not see how sleep and assimilation have been curtailed, how pale and how nervous they are or how they suffer psychically, or, seeing, is proud of the *blase* and coquettish apes.

It is important, also, that the children sleep sufficiently. But on this account the school need not begin an hour later as Koch requires. It is far more suitable to send the children earlier to bed; the younger, at all events, before the evening meal of the adults. This is their best and surest means of escaping temptations to disturb sleep and injure the nervous system by indulgence in tea, beer, spiced meats and the like. "A full belly does not like to study," said Luther; but it is worse at sleeping and induces disquieting dreams. Therefore, above all, *temperance in the evening meals of children.*

But many sins are committed in this regard. They are fewer in the case of healthy children, both because their parents are accustomed to think more healthfully concerning these questions and because such children can bear more than those who are psychopathically disposed. Yet cases are known to me in which boys already on the threshold of mental disease, had to begin work in the morning at six o'clock and often were only permitted to shut the book in the evening at half-past nine; then punishment with the cane also had its part to play into the bargain, so that a depression of the spirits was added to the mental over-taxation, which makes it far more dangerous. That which the social life of the children of parents who are blessed with abundance of means often offers too freely, unfortunately is denied the children of the great mass of the people; through these privations they are injured in body and soul. I have already given expression elsewhere

(38) to the most urgent need here, and, among others, the "*Evangelisch-sozialc Zeitfragen*," edited by Prof. Baumgarten, (Leipzig, Grünow,) express themselves similarly. In one of these numbers Lic. Drews strikes at the center of the entire question in his heading: "More Heart for the People!"

The "Kreuzzeitung," it is true, which did not find my views comfortable, thought that my demands could have nothing to do with the school, but school and education, for me, have not the task of training human beings for fixed paths in life. On the contrary they have the task of realizing the demands of humanity in pupils and scholars, of unfolding the "image of God" as fully and harmoniously as possible even in the poorest. Now for us it is not merely a mental life, one-sidely dogmatic in matters of religion and patriotism, which is an image of God, but the whole man. The body also, then, or, to speak in the language of the Bible: "The temple of the Holy Spirit," must receive whatever belongs to its nourishment and its needs. Indeed, without this, the entire mental life, and hence also the religious and ethical life, are exposed to the great danger of degeneration.

J. TRÜPER.

(Translated from the German by Dr. C. C. Van Liew.)

State Normal, Los Angeles, Cal.

[*To be continued.*]

We are pleased to note that "The Study of the Child," by President A. R. Taylor, has been translated into Spanish for use in the schools of Chile, South America, having been selected by a commission for that purpose. D. Appleton & Co. publish it for Chili.

Willie—"I wonder what the soldiers carry in their canteens during battles."

Johnnie—"Gunpowder tea, of course."

"TAKE HEED THAT YE DESPISE NOT."

BY MORGAN GROTH.

Out into the summer world, one day
Went the little, dumb child and I,
And a thousand voices called away
To the depths of the sunlit sky.

I could not speak to my little, dumb child
In the harsh, rough tongues of men;
But I silently loved her, and she smiled,
For she understood me, then.

O, 'twas a cruel voice that said
My child had been denied
God's gift of a hearing, speaking *soul!*
I clasped her close, and cried.

"Know'st thou no songs too sweet for words?
I tell thee, the deepest things
From the heart of Music, wake no chords
In our harp of a thousand strings."

"And these are the songs my little one hears
When she startles from her sleep,
And none are awake save the silent stars
Afar in the heaven's blue deep."

But I could not read the mystery,
And, deep in my silent heart,
I knew my little girl's life would be
A thing from me apart.

Far from me, as yon topmost branch,
Where the oriole's nest is seen,
But my thoughts should have homes with her, perchance,
And wing their way between.

Dear Father, I know Thou wilt help me teach
The child Thou gavest me,
For loving her is my only speech;
My one song, loving Thee.

And, oh, when the thousand strings shall break,
And the harp of our lives have rest,
I wonder if she or I will speak
The language of heaven best.

THE KINDERGARTEN AND OLDER CHILDREN.

A SYMPOSIUM.

IN the November issue of THE CHILD-STUDY MONTHLY appeared a most interesting article an "A Practical Problem for Child-Study," by Miss Vandewalker of Milwaukee. The chief concern of the article was the discussion of the kindergarten as a part of the public-school system and with especial reference to the attitude of the older children to the kindergarten gifts, games, occupations and methods. The article concluded with a series of practical question for discussion.

The wide-awake kindergartens of New Britain, Conn., have sent the following answers to these questions and it will be readily seen that each answer is based upon practical experience as gained in the actual workings of the kindergartens as a part of the public-school system.

Question 1. What evidences are there, if any, of a lack of interest in the work of the kindergarten on the part of the older children? Is this due to the work itself, to an ambition for promotion, or to home influence?

There is no lack of interest in the work of the kindergarten on the part of the older child. Interest increases as he grows older, and the longer he is in the kindergarten. This is not due to an ambition for promotion, for we seldom speak of promotion, and never make it an incentive for good work. I think this due to the work itself, and the variety in the work, which keeps the child constantly interested.—*Ella J. Beekley.*

Question 2. Among those who show loss of interest, what phases of the program occasion it in the greatest and what in the least degree?

As the children in the kindergarten grow older any work requiring use of the reasoning powers and introducing numbers is more warmly welcomed than that which imparts

knowledge more directly through the medium of eye and hand. The nature study and language work can be developed to a much greater degree than with the younger children, also free-hand drawing and color-work.

The interest of the older children in stories, morning talks and games, especially those resembling their out-of-door sports, seems to remain undiminished, while they usually show a very perceptible increase of interest in and understanding of music.

It would seem, therefore, that the phase or phases of the kindergarten program which occasion the greatest loss of interest on the part of the children are those in which more purely manual work with either the gifts or occupations is introduced, while those occasioning the least loss of interest are the games, songs, stories, and any work which gives the growing intellect opportunity to expand according to its individual needs.—*Florence J. Pierce.*

Question 3. In the morning circle, what kind of story or talk is most and what is least enjoyed? What stories are called for?

To answer the question satisfactorily presupposes a period of observation of more or less extent. Such has not been the case. It seems to me, however, in accordance with the saying: "What one likes or is interested in, one does best"—the children generally will appreciate the stories the teachers are most interested in telling. I have in mind one kindergarten where the children enjoy the Greek myths above all others. This kindergartner says stories of mythology have always been most interesting to her. As a child she preferred them to fairy tales. In our kindergarten so far this fall we have had but few stories other than nature stories. We have had stories of the fall flowers, seeds, trees, leaves, winds, birds, and animals. They appeared thoroughly interested in them all. If there was a choice, it was in favor of those stories into which we could bring action or family life. They showed especial interest in the squirrel family or the bird family, with the little brother and sister, as well as the father and mother. Our

plan this fall has been to take the children for a walk and the following day tell a story in connection with something they either observed or brought back to the kindergarten. As the story progressed they could verify it by what they knew or had seen. At its close each child was eager to add his personal tale. In this way interest was heightened in the nature stories. The few fairy tales that have been told to them were well received, but I cannot see that they were better liked. In a kindergarten in Hartford, where the children are of foreign extraction and understand but little English, they have delighted in the Hiawatha stories. The kindergartners knew they did not grasp the meaning of many of the words, but the swing and action of the poetry, the stories of animal life, of nature, and of the child-life in the midst of it, all seemed to capture their fancy and hold their attention as no previous story had done. In conclusion, does not the gaining of their interest in a story depend also upon the manner of the telling? There is a knack in story-telling that we cannot all have. A kindergartner with tact could interest the children in any kind of a story, it seems to me. Such a kindergartner would know when the time was ripe for a nature story, a story of child-life, a fairy-tale, and act accordingly.—*Maud Brown Curtiss.*

Question 4. What is the attitude toward the plays and games? Which ones are chosen?

The attitude manifested by the children toward the plays and games, is, as a rule, one of interest. Those generally chosen are the ones in which the children display the greatest amount of activity; for instance, the bird games.—*Annah T. L. Parsons.*

Question 5. (*a*) *Do the children tire of gift or occupation work?* (*b*) *If so, what in each do they enjoy most, and what least?*

I would answer the first part of this question both yes and no.

In kindergartens where there are only two teachers for a large number of children, it is impossible to give proper

attention to each group or class of children. The children must necessarily be left somewhat to their own resources. When this is the case they will naturally tire of either work or play. From my experience in the kindergarten during the last two years, I can say that the children do not tire of the gift and occupation work. Since September, 1896, our kindergartens have been having two sessions each day. The same teachers are in charge all day. The older children attend in the morning and the younger for a shorter period in the afternoon. By this division the classes are not overcrowded. Each teacher has one class and gives her individual attention to that class. Thus the children are *not given an opportunity* to tire of the work. While the children do not tire of the gifts, they usually have some one which they enjoy more than the others. The building-gifts are enjoyed most and of these the fifth is the favorite. I am uncertain as to the gift least enjoyed, but I will say it is the tablets. I do not say that painting or color-work is always successful, but I can say that it seldom fails to delight the children. Weaving is the occupation least enjoyed.—*Minnie E. Meehan.*

(*c*) *How do free and dictated work, with gift or occupation, compare in interest?*

This question can be answered in many ways. First let us consider the gift. If the child be given the gift, with a suggestion that he make something—a house or a boat—he will be enthusiastic and work with a zeal. But if left entirely to himself his interest will decrease, and he may wait, and finally work by imitation. Thus his own individuality will become weaker. He should at times be allowed to work out his own thoughts. It may be that his mind inclines towards steam-engines or building houses, and being allowed and encouraged to invent, the teacher can better understand his inmost life, and what is occupying his mind, and can more readily make new impressions, to which the child will afterwards give expression.

In regard to dictation, few are zealous, unless there be

some surroundings to add interest. When there is a story connected with the dictation, the associations are such that the interest does not lessen, unless the child symbolizes something he does not clearly understand. Just here let us be choice of our ideals which we ask the child to illustrate. In the occupation work, I think few are interested unless a formula is before them. Few care to draw or paint unless some suggestion is made. When trying to invent in an occupation patience must be cultivated, or the interest is lost, for work cannot always be undone and righted as readily as with the gift.—*M. Catherine Parker.*

Question 6. What effect has the kindergarten work from day to day upon the children's home activities?

My children often tell of singing the songs and repeating the stories they have learned in the kindergarten to their parents. They also tell that the younger ones at home learn to sing the songs before they are old enough to attend the kindergarten. They show great animation in telling about the kindergarten games which they play by themselves at home. Not having proper materials they are not able to do much of the table work, but sometimes bring crude specimens. One child had, with the help of older sisters, made an outline of her hand, and pricked and sewed it and colored it with crayon When working with the third and fourth gift-blocks, they have shown forms which they built with their blocks at home. I have observed that often the children who seem most backward or diffident about taking part in the exercises while at the kindergarten are the ones who take most pleasure in imitating at home what they have seen done while there.—*Elizabeth W. Welles.*

It will not be amiss to say a word concerning

THE NEW BRITAIN KINDERGARTENS.

Since the spring of 1897 the kindergartens of New Britain, Connecticut, have had two sessions of kindergarten work each day. The morning session being the longer one, it was decided best to have the older children attend

then and the younger children for the afternoon session. The plan has worked very successfully and with much better results than when the kindergartner had such excessive numbers to deal with. It is now possible to give each child's character the individual study and to bring out the best there is in him. We have noticed, too, that the kindergarten runs more smoothly. Ungentleness and rudeness in manner and speech of the children is far less frequent.

Although the little children learn much from contact with the older ones, yet there are advantages in being able to have the babies by themselves. They, of course, need more simple songs and plays. The gifts and occupations are used to much greater advantage by having the little ones so evenly classified.

Considering everything, we find the atmosphere of the kindergarten sweeter and more homelike, the children growing naturally and the day more satisfactory to both children and kindergarten.

G. A. STUART.

Superintendent Schools, New Britain, Conn.

Two little girls had been invited to take tea at the home of a third, and their mother had told them if cookies were served they should take but one each. Sure enough, a plate of tiny fancy cakes was passed at the table. Nettie, the older girl, looked at the diminutive "baby cakes" for a moment and then took two, whispering as she did so to her little sister of 4: "You may take two, Clara. I'm sure mamma had no idea they would be so small."

"Now, Susie," said the Sunday-school teacher, "you may read the next verse."

The little girl read: "Cast thy bread upon the waters."

"Why should we cast our bread upon the waters?" asked the teacher.

"'Cause the fishes have to be fed," was the reply.

WHOLESOME READING FOR HEALTHY CHILDREN.

IN early years, while the child "feels its life in every limb," it lives in the body and for the body to a very great extent. It ought to be so. There have been many very interesting children who have shown a wonderful indifference to the things of earth and an extraordinary development of the spiritual nature. There is a perfect literature of their biographies, all alike in their essentials; the same "disinclination to the usual amusements of childhood;" the same remarkable sensibility; the same docility; the same conscientiousness; in short, an almost uniform character, marked by beautiful traits, which we look at with a painful admiration. It will be found that most of these children are the subjects of some constitutional unfitness for living, the most frequent of which I need not mention. They are like the beautiful, blushing, half-grown fruit that falls before its time because its core is gnawed out. They have their meaning—they do not live in vain—but they are windfalls. I am convinced that many healthy children are injured morally by being forced to read too much about these little meek sufferers and their spiritual exercises. Here is a boy that loves to run, swim, kick football, turn somersaults, make faces, whittle, fish, tear his clothes, coast, skate, fire crackers, blow squash "tooters," cut his name on fences, read about Robinson Crusoe and Sindbad the Sailor, eat the widest-angled slices of pie and untold cakes and candies, crack nuts with his back teeth and bite out the better part of another boy's apple with his front ones, turn up coppers, "stick" knives, call names, throw stones, knock off hats, set mousetraps, chalk doorsteps, "cut behind" anything on wheels or runners, whistle through his teeth, "holler" Fire! on slight evidence, run after soldiers, patronize an engine-company, or, in his own words, "blow for tub No. 11," or whatever it may be; isn't that a pretty nice sort of a boy,

though he has not gotten anything the matter with him that takes the taste of this world out? Now, when you put into such a hot-blooded, hard-fisted, round-cheeked little rogue's hand a sad-looking volume or pamphlet, with the portrait of a thin, white-faced child whose life is really as much a training for death as the last month of a condemned criminal's existence, what does he find in common between his own overflowing and exulting sense of vitality and the experiences of the doomed offspring of invalid parents? The time comes when we have learned to understand the music of sorrow, the beauty of resigned suffering, the holy light that plays over the pillow of those who die before their time, in humble hope and trust. But it is not until he has worked his way through the period of honest hearty, animal existence, which every robust child should make the most of—not until he has learned the use of his various faculties, which is his first duty, that a boy of courage and animal vigor is in a proper state to read these tearful records of premature decay. I have no doubt that disgust is implanted in the minds of many healthy children by early surfeits of pathological piety. I do verily believe that He who took children in His arms and blessed them loved the healthiest and most playful of them just as well as those who were richest in the tuberculous virtues. I know what I am talking about, and there are more parents in this country who will be willing to listen to what I say than there are fools to pick a quarrel with me. In the sensibility and the sanctity which often accompany premature decay I see one of the most beautiful instances of the principle of compensation which marks the divine benevolence. But to get the spiritual hygiene of robust natures out of the exceptional regimen of invalids is just simply what we professors call "bad practice;" and I know by experience that there are worthy people who do not only try it on their own children, but actually force it on those of their neighbors.

DR. OLIVER WENDELL HOLMES.

CHILDREN AND REALITIES.

THIS has been called the children's age and appropriately so in that they are brought to the front as never before in social life, and in our public-school system have a constant provision made for their growing needs. Perhaps the majority of the guardians of the children rejoice that the little ones receive the benefits of a scientific age when educative influences are obedient to exact rules. But a few old-fashioned people, and it may be some also who have kept up with the general progress of the day, feel that the exactions of some educational methods are making life intolerable to the *unlike* child, who under any circumstances cannot find public-school experience burdenless.

If one with a full appreciation of the nature of a sensitive child will visit the primary department of a public school, where the teacher is devoted to scientific methods, and has acquired the technique of her calling, knowing really nothing of the essential qualities that go into the making of a true teacher, he will understand why some of the little ones do not thrive under the course of instruction with its mathematical precision.

The mistake towards the children seems to lie as much, perhaps more, in the preparation of mental food, as in its choice; and when a teacher, in giving an object-lesson, descends into littleness in attempting to lead towards knowledge, the child's nature often resents the treatment. When the little one grows beyond the babyhood period it likes to try the food of adults, and nursery pabulum is not relished when it can digest something stronger.

In our eagerness also to fit them to meet the demands of a practical age, and to make them "real," are we not oftener than we realize outraging their dignity, stunting their spiritual natures and thus helping them to become unnatural?

The literature provided for them has great influence in

this spoiling effect, when it is not well chosen. Charles Lamb, in his day, saw the drift of purpose in juvenile literature, and in his letters complains of what he names "the stuff that Mrs. Barbauld was furnishing in some of her books." He regrets the loss of the old nursery classics and would have the children led again into fairy-land and it is a fact that there are many in our own day who agree with him and ask that the little ones be guided by a necromancer into the fields of imagination, where they may be at liberty to receive impressions and not be subject always to rules of allotment.

Charles Kingsley, appealing to the child-nature in the old as in the young, recognized the truth of another meaning of "*real*" than that which is generally accepted, as may be found in his life and in his writings and which is strongly suggested in his motto to the "Water Babies:"

> **Hence, unbelieving Sadducees**
> **And less believing Pharisees**
> **With dull conventionalities,**
> **And leave a country muse at ease,**
> **To play at leap-frog if she please,**
> **With children and realities.**

There is no mistaking his attitude with reference to the realm of childhood and its right to recognition. He was wiser than his generation in the fact that he gave the highest control of mind and of heart to the domain of the unseen, while holding that correctness of judgment that kept him in natural relation to the life about him. He takes the child into his confidence at the very start—

> **Come read me my riddle each good little man,**
> **If you cannot read it, no grown-up folk can;**

and wins them at once by leaving to their intuitions the privilege of discovering the truth wrought into symbols.

But, one will ask, has not literature for children its rightful, peculiar and useful place? Those who have accepted the fact of the popularity of some of the books for young people, as proof of their adaptability to the needs of their

readers, will of course answer in the affirmative without hesitation. But the same sort of argument might be used to show that many ridiculous fashions and fancies of the hour answer to the necessities of the whole nature, when in reality they only appeal to the most superficial part of it.

Literature that ignores the childlike characteristics and would take from the child the habit of looking up and the privilege of surprise in its own world of visions, is not adequate to its needs. The commonplace characters set in inartistic frames, with their varnish of sprightliness to make them attractive, may be well along in that knowingness that fits a rushing, alert age; but they are not altogether desirable models, neither powerful as inspirations.

Are we not trying so hard to create a literature for the young that we defeat the best purposes for them? We are constantly making experiments—trying to keep up with an inventive age. We seek new material when we should, through our philosophers and necromancers, work wonders with what we have. A neighborhood, even a door-yard, may furnish a scene and through the little play a truth may be flashed without straining the credulity or shocking the sensibilities of the readers.

The doings and habits of a family of dogs, watched by an observant, appreciative woman whose literary gifts were of no mean order, were regarded as worthy of record and, so clearly through her charming story of her favorites did she show the rights of dumb creatures and the relationship of the lower orders of creation to the higher, that it was worth a thousand lectures upon the duty of kindness to animals.

It is, after all, through a few books that we are influenced, and even stray passages from the best works, caught by the mind and held by the memory through the years until the fullness of their meaning has been grasped, have enriched the appreciation and formed the taste in reading. The masters of thought quoted in the school-readers before the graded-school system was organized have formed the

taste of many a youth of the olden times, whose children and grandchildren, receiving early bits of daily wisdom—verses from great poems, grand ideas from works that are immortal—have unconsciously through them raised literary standards within themselves, so that superficial works could never be relished.

The world can never be without a noble literature, which may be always accessible to the young, who need an interpreter less frequently than we usually imagine; but let those who find it necessary to present it to them in a simpler form than that of the original, be careful lest they belittle the ideals or push realism so far that idealism is entirely lost.

MRS. MARY R. BALDWIN.

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One of the highest aims of mothers' clubs should be to idealize the office of motherhood so that all may look beyond the narrow limits of every-day duty and weariness and, in the view from the hilltop, find the interrelation of the light and shadow of daily living.—*Mrs. Hughes at Mothers' Congress.*

The influence of a tender, fatherly presence cannot be estimated. It clothes life with a dignity and strength that can come from no other source. He may be unlettered, weather-beaten, without anything that could pass as culture; he may wear his best suit very poorly and look more unkempt in his satin necktie on Sabbath than with his unbuttoned shirtband in the harvest-field or shop; but if he has learned from the indwelling Heavenly Father the secret of living outwardly the inner love, he can never be less than the "dearest old dear" to his daughters, and the "grandest old hero of them all" to his sons.—*S. M. I. Henry, from "Studies in Home and Child-Life."*

A YEAR IN THE KINDERGARTEN.

SEPTEMBER 6, 1897, Glenn Mack Hood entered kindergarten. He clung to his papa and could not be induced to stay in kindergarten until his mamma came. With his mamma's help we won him to the circle. In games he was very timid and self-conscious, but very skillful in the work at the table.

For several days he had no use of his hands in the finger-plays and the march. Before the close of the month he took great pleasure in the finger-plays and very carefully watched me in the march that his hands might do just as mine were doing. He also gave very little strict heed to orders—"Forward!" and "Halt!" He outgrew his timidity in the games to such an extent that he chose a partner to skip with him. He heartily enjoyed the skipping. In playing birds he could fly a little. He is very good in gift and occupation, excelling in occupation. He enjoys being chosen helper at the table. His lips move in singing, but I have heard no voice. He is a general favorite.

October 5.—He forgot himself perfectly and flew to the table ahead of all the pigeons. He exercises a great deal of control and is very law-abiding. Always happy.

October 12.—Glenn Mack knows all the colors but orange and purple. He calls orange yellow and purple blue. In building trees with the second gift—beads and cylinders—he used beads of a single color for each tree. I think he displayed taste and a feeling of harmony. He is still timid in the circle. He is over-anxious to be a helper at the table. He is very neat.

October 22.—He has little control of the pencil in drawing. He is observing, and would be very responsive if it were not for self-consciousness. He is not lacking in spirit in the stories and songs and finger-plays, but never speaks above a whisper in kindergarten. This afternoon at his

home I found him very spontaneous in his remarks, always speaking aloud. This shows he is not afraid of his teacher. It must be the kindergarten as a whole, the little society that intimidates him. He has favorites among the children, especially among the girls. He embraced a little girl in the circle several times this week. He is a very sweet-tempered child. He is improving in finger-plays.

To-day, with the "first gift," we played the "fruit man." All of the children but Glenn Mack took most active part in the game. He was interested.

October 25.—Glenn Mack took quite a step in advance to-day. He chose a "good-morning" song in the circle, and seemed proud to do it. We had a "general-gift" lesson on the circle, and I ventured to choose Glenn Mack for helper. With a little blush in each cheek, he carried the balls around to the children and collected them again when it was time. In the "Lassie" game he was chosen "laddie." He refused to go into the circle. I then led him in. He did not show us anything to do, so we all clapped for him. He helped in the clapping.

October 26.—Glenn Mack was made leader in the presence of his mamma to-day without embarrassment.

October 28.—To-day he didn't get his work finished in time to take it home, though he had worked diligently. He was broken-hearted over it. I asked him to come back in the afternoon to finish it. He was glad to promise, but couldn't get over the downcast feeling. After dinner he finished it in a very short time, and was a very happy child.

October 30.—Glenn Mack chose a game in the circle two different days, choosing the same game both days, "Welcome Little Travelers." He told his choice to me in a whisper. Yesterday the sand accomplished what I have so anxiously worked for. It was the first day we had had our sand table. I took the children out to play in it. Before I was aware Glenn Mack was chatting aloud in the most unrestrained fashion. He enjoyed the sand to the

fullest extent. He was not at all conscious of himself. He didn't refuse to play in the "good-morning" song in which we shake hands, as he had often done before, but when we sang, "Glenn Mack loves to wander," he shook hands with a friend.

November 1.—Glenn Mack chose the clock song in the morning circle. Whispered it to me.

We had a very charming bouquet of cosmos on the table, fresh that morning. When I asked him to find something in the room that wasn't there Friday he whispered "Bouquet." I asked the children if they could see anything new in the circle. Glenn Mack held out his little feet that they might see his new shoes. There was another new pair of shoes in the circle. They enjoyed a nice skip together.

We had a gift-lesson in which the soft and hard balls were made to represent kitties and ponies. He led the little animals around the circle as well as any of the children At the end of the occupation period the scrap-book was brought out. I opened it quickly at different pictures and the children told what they saw. The enthusiasm broke down the barriers and Glenn Mack talked aloud. In the "good-by" circle when I said: "Good-by, Glenn Mack," he whispered: "Good-by, Miss Elizabeth."

November 22.—Glenn Mack has made rapid progress the last few weeks. He talks freely at the table and some in the circle. Last week he was chosen for the father-bird and performed all the duties of the father-bird. The same day he was chosen helper in the clock-game and was an efficient helper, delivering clocks to buyers, etc. To-day he was again chosen father-bird. He helped build the nest and fed the mother and birdlings. He did not join with the mother-bird in teaching the little ones to hop, but helped her to teach them to fly.

End of December.—The first week of December, Glenn Mack was leader of the march several times. He didn't refuse at all. He showed quite a variety of things to do.

Some time after this he was chosen leader of the march before his papa and mamma. He showed many things to do. His time is not good. He doesn't feel the rhythm.

After we entered upon the Christmas thought, whenever he was asked to whisper a song to Miss May so that she could have the organ tell us what to sing, he always chose "Bells are ringing in the air." He sings, but hasn't very much tune. In carrying a basket of flowers to someone he loved he nearly always chose to carry the flowers to the child next to him. He seems somewhat listless in the morning circle. I never can get any part of the story from him in the circle the next day. He was very attentive to the legend of the Christ-child, but refused to tell me anything about it later. He was very skillful in the Christmas work. He finished his work earlier than any of the children at my table, then wove a mat for Miss May and made another little gift. The day we folded envelopes for the invitations many were not yet through with the gifts for their parents, so he folded envelopes for them. He kept the secret about the gifts at home. He was rejoiced over the beauty of the Christmas tree.

January 6, 1898.—Glenn Mack visited me in my room yesterday. I started to sing, "The Loving Mother." He sang it through with me. This is the first time I ever heard his voice all through a song. We both then sang "Pat-a-cake." Sometimes before this I had heard a few notes. He knew the words well.

In preparing to do some sewing at home the other day he was sent out to wash his hands. He said to Florence: "I don't wash my hands myself at kindergarten and I can't do it here."

January 10.—The different children were given opportunity to tell what Santa Claus brought. It came Glenn Mack's turn, but he didn't feel like telling. He held up his hand to show his new ring, then pulled out his handkerchief and said he had two more, holding up two fingers. I told the children that he also received some things like

some of our kindergarten playthings and asked him to go to the case and show the children. He pointed to the different boxes of gifts.

January 11.—He sang the new "good-morning" song with spirit.

January 22.—We had the story of "The Honest Woodman" yesterday. Glenn Mack sat next to me and appeared to listen. After the march was over he and I went out into the cloak-room, and in reply to my questions, he told me nearly the whole story.

February.—Our white primrose froze in the extreme weather. It was taken to Glenn Mack's home for treatment. We did not intend that the children should see it, but by accident he saw it. When he saw what had happened he hung his head and said: "Oh, that sweet flower; oh, that sweet flower."

February 25.—He gave the invitations to his birthday party which was to occur the next day. Every child in kindergarten received an invitation. The party the next day was one of the ideal things, and twenty-seven little hearts were "running over" with joy, and a few big hearts, too. Glenn Mack being the child whom all delighted to honor, sat at the head of the table with his cunning little lady, Louise. The birthday cake with its five lighted candles stood in front of them, and at each plate was a dear little violet flower-basket. Every face was radiant. Perfect ecstasy!

March 2.—Our little friend was sent from the circle in disgrace for obstructing the way of some of the children going to the table. He sat with head bowed. While in this unhappy state his papa came in, which added to the humiliation. Later, peace was restored and he was brought to the table to join in the work with the others, a model boy.

March 3.—He was a listless captain, carrying the flag carelessly. A knightly boy was put into his place and carried the flag grandly. It was then given back to Glenn Mack and he did honor to it.

March 7.—A lesson with the soft balls. The leader took a ball to each child. I noticed Glenn Mack in tears. Upon inquiry I found that he wanted a red ball instead of the orange one in his hand. I explained that each child was to take the ball brought to him. There was no more trouble.

To-day, when he was chosen to be a knight he refused, but being led into the circle he plucked up courage and made a very good knight.

One day last week he brought some lovely pussy-willows to kindergarten.

April 28.—He has learned to skip. He worked diligently until he learned. He skips slowly but nicely. He hesitated to skip in the presence of the other children. They closed their eyes and he skipped to the window and back. They kept their eyes closed while he skipped once around the circle. They heard how well he kept time with the music. By this time he had gained so much courage that he was willing they should open their eyes and watch him skip again around the circle. He never refused after this time.

On Frœbel's birthday each child chose a song in honor of the beloved friend. I asked Glenn Mack, after several had chosen songs, to whisper to Miss May what he wanted to sing. His choice was the Frœbel birthday song. This choice was the result of thinking. He joins in nearly all the songs now. His voice is the monotone so common to young children. His speaking voice is very sweet and musical. I have often been thrilled by the soft, gentle sweetness of his voice.

May 6.—Of the colors, purple seems to be his favorite. He chose a purple Easter egg to bring to me in preference to the other bright eggs. He chose a purple mat in preference to green for the May basket. He seems to love violets above other flowers. In playing "We children form a flowery ring" Friday, his choice was "a violet." In playing "Here's my little garden-bed," his bud opened into a violet.

May 21.—In observing him more closely in regard to color I have found that his favorite is blue.

A short time ago I decided that it was about time that Glenn Mack chose some other game beside "Welcome Little Travelers." I took him just before games out into the cloakroom and told him that I wanted him to choose another game, and asked him what it should be. He selected the "Blacksmith," a game that requires a great deal of executive ability. He carried it through very well. I think he always chose "Welcome Little Travelers" because it made him less conspicuous than other games. Some time since I asked him to choose another game. This time it was the "Knights." He went into the circle and showed the children what he wanted to play. I was delighted to have him choose this very spiritual game and more pleased to see how well he acted the part of leader of the knights.

I am sure he receives much more of the stories than we have thought. When questioned personally, he becomes self-conscious and draws his little spirit within itself. In the circle indirectly I found that he knew a great deal of the story, 'Beta and the Giant." He seemed very intent a few days before when the story was told. The story "How West Wind Helped Dandelion," was well received. In naming over Dandelion's friends he named the birds, the little friends made of motion and feathers and music. The next day he brought a handful of the golden blossoms.

He displays some symptoms of selfishness. Some time ago, after distributing paste cloths to the children, expecting two to use one cloth, I saw him snatch it to himself, looking very naughty as he did it. Of course a little lesson followed. The same naughty deed has been repeated and the lesson again followed in its order. I hope it will prove more effective.

His work in gift is very good indeed. He follows the sequences very closely. In free play he has been mostly

imitative, but a few times he has invented some very fine forms. If a form particularly pleases him he says: "Miss Elizabeth, I can make it at home." One evening we walked by a chicken yard with many coops. The next day in free play with the sticks he made coops without any suggestions from anyone. He is all system. In taking forms apart he first takes away the details, often by opposites, then the foundation. It is very gratifying to watch him in this. He was very spontaneous with the rings a few days ago and enjoyed the play so much. After a gift lesson he often says: "Miss Elizabeth, I can draw it on the board." His occupation work is very superior, excelling any I have seen in kindergarten. His favorite occupation is sewing. To-day Hazel Spaulding came over to see me. She had not been well and had been out of kindergarten for awhile. She said she expected to go back to kindergarten the next Monday. I told her how glad we would all be and how glad one certain little boy would be. I asked if she could guess which boy. She said: "I know, Glenn Mack. I've been thinking about that all the time." It is a very mutual friendship. Every child loves Glenn Mack. He has the sweetest, happiest face and such a wee, dainty, soft, timorous voice and a generous little heart, that loves everybody.

May 31.—Glenn Mack came this morning radiant over a bird-egg they found in the cage. He told the secret to me as soon as he came in. I told the children in the circle that Glenn Mack had something so sweet to tell them. His courage, however, failed and he couldn't tell it with his lips, but consented to draw the story on the board. He went to the board and drew an egg and a mother-bird beside it. I made no suggestions whatever. The children were not long in interpreting the drawing.

June 1.—Another egg in the cage this morning! This time he drew both father and mother-bird and two eggs.

I called on Glenn Mack to choose a game this morning. His choice was: "Come Little Pigeons"—another one of those beautiful spiritual games. He was the mother-pigeon

and displayed tenderness in the care of the little pigeons. How sweetly his little hand beckoned the pigeons into the ring. Her cooing was ever so wee when she asked them to tell her what they had seen when flying.

June 2.—The last day of kindergarten! I called for favorite songs from different children. Glenn Mack showed his song by creeping the pointer-finger over his knee. We understood that his choice was the caterpillar song. He has always made most beautiful selection of song, full of thought and very spiritual. I think these songs show him to have a deep inner life, far beyond our appreciation.

"Child-heart, mild heart!
Ho, my little wild heart!
Come up here to me out o' the dark,
Or let me come to you."

ELIZABETH HAMMERS.

New London, Ohio.

* * *

Mr. Rockefeller's ability as a money-giver is offset by President Harper's ability as a money-getter. Mr. Rockefeller's last offer of $2,000,000 to the university was made upon the condition that an equal sum shall be raised from other sources before the end of next year. Now Dr. Harper states that $1,500,000 of the amount has been already secured, which leaves over a year for the collection of the remaining $500,000.

The money heretofore donated and collected, amounting to $9,000,000, has been devoted to the building-up and maintenance of the school of literature, art, and science. When the new contribution materializes it will be devoted to the establishment and development of technical schools, such as law, medicine, and applied science; and Dr. Harper further intimates that one of the finest gymnasiums in the United States will belong to the university in the near future.

THE STORY OF THE CHESTNUT-BURR.

A Story for Children.

WOULD you like to know how chestnuts came to grow in prickly burrs? It happened a long time ago, longer ago than your grandmother's grandmother could remember. Her great aunt told her about it when she was a little girl; but she forget to tell her at the time when it happened and how she knew about it. So as to that I suppose we can never know, but here is the story just as she told it:

The squirrels were having a fine time in squirrel-town one day, in the way squirrels have of amusing themselves. They played their game of tag-tail, frisking up and down trees and catching each other by their long bushy tails. Then they played leap-frog over the branches, and when they were tired they sat up in the tree-tops and ate nuts. It was a real squirrel party. They were having such a good time that they forget all about their manners. Just then a poor old woman came slowly walking along leaning on her stick. I am sorry to say these rude squirrels began to laugh at her and chatter names and to mock her bent, hobbling walk. Some of them even began to throw nut-shells at her. But the old woman was really the Fairy of the Forest. "Rude, unkind squirrels!" she said, "After this I will shut those nuts up in tight, prickly burrs, that only Jack Frost can open, and then I will tell all the little boys and girls everywhere that it is chestnut time and they will carry them all away from you." And as the Fairy had said, so it was. Chestnuts grow in burrs to this day.

MARY R. PARKMAN.

Washington, D. C.

Journal Education: The school should be made a social as well as an educational centre, especially in thickly settled districts.

THE EDUCATIONAL CURRENT.

Our Working-Motto.

TO educate the child we must educate the parents along with him. To do this every town must have in at least one schoolhouse and one church, a clubroom in which the parents can have music, debates, readings, study-classes, lectures and conversation. We must open God's houses for God's work instead of pocketing the key as if they belonged to us. We cannot greatly elevate the child so long as the parents act as dead weights.

And the Church must bear its part in this work for general culture if it would keep its hold upon the people. Time was when the Church was the inspiration and life of humanity. Then its doors were always open and it had charge of educational and charitable work. It established the first schools and founded the first orphan asylum. But it conducted education along too narrow lines and educational institutions slipped out of its control. It set bounds to the operations of altruism, and altruism broke the bonds of the Church and placed orphan, deaf-mute, insane, senile and other charitable institutions under control of the state. If the Church can not comprehend that anything which tends to the unlifting of the people is part of Christianity, then religion must slip from the hands of the Church and we shall have more such spectacles as that of November 6, when a secular paper like the Chicago *Tribune* publishes a symposium by the ministers of the city on "What Must be Done That the Church May Become the Great Elevating Force in the Community That of Right it Should Be."

To those who would cry out against the opening of church doors for other than strictly devotional purposes we would say that the social and intellectual elevation of the people is the Lord's work, and Jesus said: "By their *works* shall ye know them." If the Church will not help in this

work, it must be done without the Church. If the Church will not be the leader and inspirer of the world's progress, it must not complain if it no longer holds the chief place in the world's affections. If it contents itself with prodding the consciences of the people rather than directing their activities, it must remember that he who holds the prod walks in the rear.

Miss Addams says: "What I should like to see erected in Chicago is a building similar to Cooper Institute in New York, where popular mass-meetings can be held and where the people can meet for mutual benefit. The parks last through the summer; let the exposition building be equally popular, and be the covered esplanade for the winter."

The community has still another claim upon the schools. It is the claim of the community as a whole upon that which should represent its best type of culture. The school grounds in neatness of appearance in lawn and walk, and shade and flowers, should stand an object-lesson to all the homes. (Frequently they do—a lamentable object-lesson generally followed.) The buildings should not be architectural monstrosities, neither should they be wastefully ornamented. The interior should preach taste and comfort and peace to all who enter. These school plants, aggregating a value of many dollars to each inhabitant, should not be idle five-sevenths of our waking hours, as they now are. In these days of university extension, college extension, high-school extension, social and domestic-science extension, the school buildings should be centers of attraction for the whole people. Their present arrangement may unfit them for such uses, but surely if we were aroused to the importance of the subject adaptations would rapidly appear.

It seems that the public schools shall not discharge their full duty as culture centers in the community until they shall bring to bear their influence directly on every member of the community from the kindergarten child to the gray-haired grandsire.—*W. H. Campbell.*

What Shall We Do With Our Successes?

SOMEONE has recently written an article on "What Shall We Do with Our Failures?" I do not know how nor by whom the subject was treated, but many of us would answer: "*Analyze them, dissect them, stand* upon them." Failures are not your masters, but your servants if you know how to use them. When one has learned what to do with his failures he has conquered one-half the secret of a useful and happy life.

The other half of the secret lies in knowing what to do with our successes. Many a man's undoing was counted at the time his greatest success. Fewer hours of labor are no advantage to the man who knows no better use for leisure than loafing and fighting. Additional income is no blessing to the one whose only use for it is to pamper his vanity. We have not made a beginning in the education of a child until we have given him some inkling of how to use his opportunities and make even his *lack* of opportunity serve him.

THERE is no truth which fathers need to learn with more thoroughness than the fundamental truth that it is never safe to put any opportunity into a child's hands without teaching him its value and its use. They are substituting a lower for a higher service, and in their passionate desire that their children shall have the best *things*, they are denying them the noblest gift they have to bestow.

A man ought to care deeply for the comfort of his children; he ought to secure for them the most wholesome and enjoyable conditions which he can command; but he must *be* something to his children as well as *do* something for them. His success in housing them in luxury and his failure to give them moral vigor, sound ideas, and self-control, and bringing tragedies into homes which would have been safer if they had been more simple and unobtrusive in appointment. No man fails more disastrously than he who surrounds his children with the temptations which ease,

pleasure, and wealth always bring, without training them to make these material opportunities their servants. To give a boy command of his time without teaching him its value and uses, to endow him with money without endowing him with intelligence and character, is to invite moral disaster. Many an anxious and overworked father binds a millstone on the back of his son under the impression that he is emancipating him from care and drudgery. The most effective way to curse a boy is to work *for* and not *with* him —*Hamilton W. Mabie, in Kindergarten Review.*

A NUMBER of our people desire to become cultured, but think it impossible when they must do hard work. The trouble is they do not understand the word culture in its best and richest sense; there is so much of the conventional, superficial and artificial hiding behind the word.—*Charitable Observer.*

HON. JOHN R. KIRK, state superintendent of Missouri, makes the following pointed statement in his last annual report:

"An impartial study of the typical school will probably justify the following conclusions:

"1. That we begin by repressing instead of directing the normal inclinations of the child.

"2. That we restrain his physical impulses instead of using them to promote his intellectual and moral growth.

"3. That we educate him away from habits of action.

"4. That we ordinarily withdraw him too far from real and tangible things, and fill him with facts too remote from the employment which his talent and his necessities will require him to follow when grown to manhood.

"Children entering school at the age of six, with no apparent disposition toward laziness, are known to grow less inclined to work at useful things the longer they attend school; so true is this that large numbers of young people on leaving school, between the ages of four-

teen and twenty, not only have no skill in doing useful things, such as an enlightened community must have done, but they have acquired a permanent distaste for doing useful things."—*Ex.*

Speech for the Speechless.

AT ITS last session the legislature of Illinois passed a bill authorizing the employment of a special teacher for deaf-mutes in any town where there are such children. The state institutions are overcrowded, and it is less expensive to pay the special teacher and allow these children to remain at home than to assume the entire charge of them at a state asylum. Streator and LaSalle were two of the half-dozen Illinois schools to promptly avail themselves of this privilege. The Streator school has one totally deaf, one with slight perception of loud sounds, three who can hear some vocal sounds uttered close to the ear, and one with sufficient hearing to enable her to make some progress in the ordinary schoolroom. The ages of the first five range from seven to twelve. None of them could read from the lips, and but three had ever attempted an occasional word.

They have been taught to read what another says by watching the lips, and have learned to make the corresponding sound by placing their finger on the teacher's throat to see which of their own vocal chords to bring into play. At the end of four months they can read, speak, and write about a hundred words and form some simple sentences. The object has been to have the pupils *think* in the lip-forms, rather than the written ones. They show a marked preference for spoken language. They are eager to try every word and manifest an intense hunger for expression.

The Political Education of the World Is Progressing.

IN Italy, Switzerland, England, Canada, United States, and other parts of the world equal suffrage for men and women is making slow but sure progress. On the 8th of Novem-

ber last women voted for state officers and congressmen in four states of the Union. In Wyoming they have had full suffrage for twenty-nine years; in Colorado they have voted for five years; in Utah and Idaho for two, although this is the first vote on *national* officers for Idaho.

The second legislature of the state of Wyoming passed by a unanimous vote a resolution that woman-suffrage in Wyoming for the last quarter of a century had done no harm in any way and had been productive of good in many ways; that it had largely aided in banishing crime, pauperism, and vice; had secured peaceable and orderly elections, good government, and a remarkable degree of civilization and public order; that, after twenty-five years of woman-suffrage, not one county in Wyoming had a poorhouse; that the jails were nearly empty, and crime, except that committed by strangers in the state, almost unknown.

In some states, as Washington and Dakota, an equal-suffrage amendment was lost. It was amusing to see the "antis" contradict all their professed beliefs about "woman's sphere" by paying a married woman to leave husband and children and travel from the Atlantic to the Pacific, making public speeches to prove that a woman's place is at home.—*Extracts from a paper read before the Political Equality League of Chicago, by Mrs. B. F. Terhune.*

Not Facts, but the Purport of Facts.

AN article on "Sciences in the High School," by Charles Barnes, printed in the *School Review* for November, is so excellent we regret that lack of space forbids our reprinting it entire.

Since it is impossible to teach physics, chemistry, botany, zoölogy, physical geography, physiology, psychology, astronomy, and geology all in one school, Mr. Barnes would select physics and botany as best suited to give mental discipline. He says:

"One object is the cultivation of *ocular accuracy*, the other is the cultivation of *instrumental accuracy;* while from

the reasoning involved in both methods the outcome is *logical accuracy.*

"Now these two disciplines may be secured from any single science, and whether one or both is secured depends upon the way in which that science is presented. For example, it is perfectly possible to set a student to the examination of the living plant, and ask him to determine with accuracy the structure of every part of that plant. Agassiz is said to have set his students at work upon a fish, and when they had reported the next day the points which they had seen he set them at work upon the same fish; and so on and on for days until they had finally seen all that there was to be seen about the object which he had given them. For the beginner this is monstrous misuse of time, but it is a famous illustration of the way in which students were finally trained to discover things which they were unable to see at first. In some such way, with the guidance which he needs, the student may have his eyes sharpened until he is capable of correctly observing the peculiarities of plants. But if in the physiological laboratory we set him at work with balances, with electrical apparatus, with gas apparatus, to determine the exact changes which go on in that plant in the course of its life history; if we set him to find out how much carbon dioxide it breathes out in the course of twenty-four hours, and how much oxygen it consumes in that time, we can develop an ability to determine exact data and to derive from those data exact results. From the two methods we secure two quite different disciplines; the one is qualitative, the other quantitative. It is the same in physics.

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"Let it be understood that I strenuously insist upon the necessity of laboratory work in sciences.

"The failure to coördinate laboratory work and general principles nullifies discipline. I have questioned pupils in school, who were painstaking users of the compound microscope day after day, to find out if they knew what

they were seeing with the compound microscope. They had no conception of the plants they were studying; but they had accumulated a mere mass of facts, more or less isolated and unimportant, which they might remember a few weeks and then forget forever. Correlate the laboratory work; make it illustrate general principles; enable the pupil by its means to overlook the wider fields."

Mr. Barnes deprecates the undue time spent in analyzing flowers to find out their names. When we introduce a child to a stranger we do not set him to studying the color of the man's hair and eyes, his form, measurements, etc. When we wish him to learn about birds we do not set him to measuring the length of a robin's bill, the distance between its eyes, the length of primaries, but set him to observe how the robin behaves, how he lives, moves, and looks. So in studying plants Professor Barnes would have us direct the pupil's attention to what the plant *is* and what it can *do*.

DELIGHTS OF GROWING UP.

Aunt Gertrude—"And what will you do when you are a man, Tommy?"

Tommy—"I'm going to grow a beard."

Aunt Gertrude—"Why?"

Tommy—"Because then I won't have nearly so much face to wash."

It is in order for the universities to offer free scholarships to Cubans. They will all do it and style them the Wheeler scholarships. "Thanks" to the suggestion of General "Joe" Wheeler that we educate the bright Cubans in the United States.—*Ex.*

It is not necessary that a superintendent of a great school system should be an expert teacher in every grade. But he should have a pretty clear idea of what the schools should do for the children, and of the steps to be taken in the doing of it.—*School and Home.*

WORKINGS OF THE CHILD-MIND.

CROSS-EYED JENNIE.

SHE was the homeliest girl in the state; probably the homeliest in the United States. Her face was thin, freckled; and blotched with great red hives; large, ill-assorted teeth protruded whenever she opened her mouth; her hair, neither brown nor black, was a rusty mixture of the two; but the worst of all was the dreadful twist to her eyes.

Through the auspices of a third party she had been engaged "unsight and unseen" as maid-of-all-work for a family in which I frequently visited. When she came in to serve breakfast, the sight of her took away one's appetite. But if she was startling to others, she seemed even more startled herself. She did everything in a shy, nervous manner that showed lack of confidence in her own ability, and momentary fear of criticism. Her strange eyes seemed to be turned up at the ceiling, down to the floor, out at the window, everywhere except toward the one addressing her.

Her lack of confidence was speedily accounted for by her lack of skill. She knew neither how nor when to serve the food, and it was at once apparent that she knew little about cooking it. She had come from the part of town called Factoryville where the huts of workingmen clustered thick and where cooking utensils and food to cook were alike rigidly curtailed in variety and quantity.

Her incompetence was exasperating, and she was very slow. Yet day by day she plodded on in her bungling fashion, always at work from early morning till long after dark. No one in the household could waken so early that Jennie was not already downstairs, pottering away. No one went to sleep at night that she was not still there with just one thing more she wished to finish before going to bed.

She seemed so faithful, so willing to learn, so pathetic-

ally anxious to please that one grew to pity her. You suspected that experience had taught her a dread of losing her position. She evidently looked upon herself as a hired slave; and felt that her mistress owned her time, her strength, and almost her soul and body. She could scarcely be persuaded to stop work. "I'm slow," she said, "so I must keep at it the longer."

She laid no claim to "afternoons out." On the evening of a festival day when every other servant in the neighborhood was on the street in all her finery, I met her on the stair. The lady of the house was away, it was nine o'clock, the band was playing in the park across the street. "Jennie," I said, "there's an exhibition of magic-lantern pictures in the park."

"Is there? I wondered why they cheered every little while." Then she seemed slowly to divine the purport of my remark. Her face brightened, hesitatingly, doubtfully.

"Maybe, if Mrs. Hurlbut was here she'd let me go a few minutes," she said.

"Of course she would. Go right along, child."

"*May I?*" she asked eagerly, any trifle affording her rare pleasure.

Another time I met her on the street and stopped to speak with her. She halted with a frightened air, took a step onward as if doubting that I could mean to talk with her in public, halted again dropping some of her grocery packages, and waited for me to come to her.

Mrs. Hurlbut was called away for a few days and I was left in charge of the household. Then I learned more of Jennie and her history, more of her inefficiency and her eagerness to please, more of her forlorn past and hopeless future and, at the same time, more of her patient heroism. She had a habit of sighing under her breath as if afraid of being overheard. When pressed, she explained it by saying that the hives on her body distressed her and her back and chest ached. But she must work, for her father was dead and there were seven children to be cared for.

Late one night I went into the kitchen and found her still at the ironing-board.

"It is time you were in bed, Jennie," I said.

"I just want to iron my dress and skirt so I'll have something clean for morning."

The argument was convincing, but I renewed the attack.

"Child," I said, "you will have to work three hundred and sixty-five days every year all the years of your life. You can't work seventeen hours a day very many years. You'll ruin your health and then who'll care for *you?*"

"Oh, I have lots of friends who will take care of me. I'm slow," she continued; "I know I'm slow. I hurt my finger and it is crooked so I can't work as fast as other folks."

One time when I invaded her domain she told me the cause of the great red blotches. She had nursed her old grandfather through the long months when he was dying of gangrene and the doctor said her blood was poisoned. He said it was well the old man died when he did, for the poison was affecting her lungs and she was giving out. She would not have minded that if only her grandfather could have lived.

It never occurred to her to consider herself a martyr. There had been an old grandfather to nurse, and she had nursed him. There were seven children to feed and she must help feed them. That was all. She bore her burdens without realizing that they *were* burdens. They had rested on her frail shoulders ever since she could remember, and she did not know there could be such a thing as existence without them. The fact that there were thousands of girls born to luxury, to have everything done for them, while she was born to do for others and have nothing herself, seemed never to have percolated into her consciousness. She talked of her life and its duties in a quiet, matter-of-fact way which held no trace of bitterness or self-pity.

Poor, patient, uncomplaining Jennie! Somehow she

came to seem less homely, though she never could be pleasant to look upon.

After Mrs. Hurlbut's return I saw little of the maid, though I noticed that the hacking cough was increasing, and began to fear that consumption had fastened upon her. Yet why should that be considered a calamity? However young she died, however long she lived, there would be nothing in her past but work and privation, nothing in her future but more work and more privation.

It was pathetic that one should be born into the world and be buried out of it without ever having tasted the joy of life. And how little it required to give her pleasure was shown when one noticed her by so much as an ordinary morning salutation, in the faint lighting-up of her face as she stood there evidently smiling at you yet rolling her eyes fantastically in every direction but yours.

Day by day her work dragged more slowly in spite of her efforts and at last it was decided that she must go home. I don't know how she divined my sympathy for I had no opportunity of expressing it, and she had certainly never focused those revolving eyes on my face; but at teatime before she was to leave she came into the dining-room holding, half concealed in the folds of her dress, a withered bouquet. She had not been summoned, and after standing a moment in evident perplexity, precipitately she retreated. After tea we adjourned to the veranda. I happened to be the last in line and as I was passing through the outer door a side door in the hall opened and, in a suppressed voice, Jennie called my name. As I turned she advanced timidly, holding out the bunch of roses and catalpa blossoms.

"Did someone send me a bouquet?" I asked.

"*I* brought it from home this afternoon," she said. "It is some crumpled, but I guess it will come out if you put it in water. I was afraid I wouldn't get a chance to see you before I went."

I told her that I had intended coming into the kitchen

to say good-by; that I should often think of her, that I hoped she might soon recover and have a long and happy life, and other little fictions that we strive to palm off on those whom we fear Death has marked for his own, the while we wonder if Death is not kinder to them than Life.

All the while Jennie had been nervously twisting a bit of white paper around her finger. She said good-by, but still stood twisting the paper. She said "I must go back to my work," but did not go. I made some passing remark to ease the situation and reassure her, while she unfolded the paper, looked at it, and again rolled it around her finger.

At last it dawned upon me that she wanted me to have the paper. "What is it, Jennie?" I asked, reaching out for it.

She slipped it into my hand, much relieved. "You won't lose it? Good-by," she said, and disappeared through the door.

It was merely a street and number. Poor child! she wanted me to come to see her but dared not ask.

I took the paper and the flowers to my room with a watery feeling about my heart. I have had many bouquets in my life; bouquets of all sorts and sizes and from all climes; mammoth nosegays and dainty baskets bestowed on the blushing graduate, little cards of wild flowers or forget-me-nots from an absent lover, pressed pansies from a beloved child, lilacs and syringas from friendly neighbors, columbine from the Rockies, roses from the Pacific slope, trailing arbutus from the frozen North, cape jessamine and magnolia from the sunny South, edelweiss from the Alps, and heather from the Scottish hills, and I have prized them for all the affection that prompted the sending; but this is the only bouquet that ever brought tears to my eyes. This was from my true-lover, who liked me for such pitiful trifles.

Before leaving the town I took the slip of paper and sought the street and number. The small unpainted house

with papers pasted across broken panes, had a grassless yard packed hard by tramping feet and adorned by a rose-bush in one corner, a catalpa in another, a wash-machine and a broken table in the center. On the narrow platform before the house two pallid children in wobbling chairs were rocking hard and singing "Home, sweet, sweet home, There's no place like home, There's no place like home."

The mother met me at the door, a short woman with cubical body which had a sidewise warp as though a land-slide had struck her leaving the upper part of her body hanging over the left hip in imminent danger of unbalancing the center of gravity. The puny child clinging to her skirts seemed to have misplaced ribs for leg-bones. All the children were clean, but not one in the whole family was shapely and symmetrical. They were twisted and distorted like a group of trees after a cyclone.

In this place Jennie was "resting" and trying to get well. That is, she was propped up in bed sewing for the children. She was coughing worse than ever, but seemed to think little of it, so intent was she on caring for the little ones. They climbed on the bed for her to button their dresses or comb their hair, they brought her a pretty pebble or a floating dandelion seed, turning to her as to a mother with all their childish joys and woes. Unlovely as Jennie's life appeared, it was neither unloving nor unloved. The pale, gnarled children and the distorted mother were all dear to her and she to them.

When the children went out of doors she turned to me and talked of the schooling the little ones ought to have. "I'm sorry for what they'll have to bear," she said, "but they must learn all they can before they have to go to work."

I inquired what she meant about being sorry for them; and then she told me how she had gone to school while her father was living and how the pupils used to tease her by calling her "Cross-eyed Jennie."

"I cried at first," she said, "and some of the boys said I

was so cross-eyed that the tears ran down my back. I knew they didn't mean to be bad to me; and, anyway, I *was* cross-eyed, and so I made myself laugh in the daytime and cry only at night. We're all a little *queered*, you know; and when we're cross-eyed and crumpled we can't expect people to treat us as if we were straight like other folks."

She said it all in the same patient way in which she used to say: "I'm slow. I know I'm slow; so I must work the longer." But I knew that tears were hiding behind the brave smile.

I expressed my indignation at the conduct of the scholars toward her, at their prospective conduct toward her strange little sister and brothers, and at the whole unfeeling world in a lump.

"No," she said, "they're not to blame. They only speak the truth. But it'll be hard for the children, in school and out. I've wondered sometimes why we're so—a whole family of us. Did you notice? Even the catalpa has a crooked trunk. But, you see, even you—and you've been so good to me—can't help knowing that the catalpa *is* crooked. You *can't* look at it and think it's straight."

There was something infinitely pathetic in the way she accepted her fate and justified her tormentors. It was just one of the things that *were* so, and there was nothing more to be said about it. In the same way she must have looked upon her illness and her approaching dissolution. I think she knew that she must die, for once she asked: "Do they all come out straight next time?"

Six months later, when I again visited the little city and went to the cottage in the outskirts, Jennie was gone. Her mother told me she had been helpful and cheerful to the last. "Only by spells her mind wandered and then she would seem to be praying, and would beg piteously: 'Please, please, dear Lord, make us straight next time.' I don't know what she meant, and when she came to herself she was as bright as ever. But almost with her last breath I heard her whisper: 'Please take the crumples out.'"

I knew what she meant. The delirious words, like the tears she had shed in the night-time revealed the life-long canker that had gnawed at her heart. One day I wended my way through the briergrown graveyard, where marble headstones, wooden slabs, and crosses told their once sad stories of *Ici repose le corps Augustin Richelet; Hier ruhet im Frieden Jakob Pott;* Here lies Pak Manon, etc.; French, German, Bohemian, Irishman, Swede, at rest from toil in mines and factories. When I came to the corner where they told me Jennie's grave could be found, I was startled to read on the wooden headboard: *Margaret Jeanette Crowley.* The name was like a thrust to me. It had never once occurred to me that she *had* a name. As I placed on the mound a shrivelled bouquet of roses and catalpas, and another of smooth, fresh calla lilies—symbols of her past and present—her words came back to me: "Even you can't look at the catalpa tree and think it is straight." Even I, whom she loved far beyond my deserts —even I, who knew how charitable and unbiased was her inner vision, had never once thought of her by any other designation than the one the boys had given her, "Cross-eyed Jennie." CLARA KERN BAYLISS.

A WOMAN residing in a flat ordered a piece of ice from the grocery. The youth who brought it was a German. He put it on the dumbwaiter in the basement to be hoisted up. She pulled away.

"Gracious!" she exclaimed; "how heavy this ice is! The grocer must have given me good weight."

By great exertion she succeeded in getting the dumb-waiter up. To her astonishment, she found the boy seated on the ice. With what breath she had left she demanded:

"What did you make me pull you up here for?"

"Why," replied the boy, "I thought the cake would be too heavy for you to lift, so I came up to help you off with it."—*Shoe and Leather Reporter.*

Teasing Friend.—"What makes that new baby at your house cry so much, Tommy?"

Tommy (indignantly)—"It don't cry so very much; and, anyway, if your teeth were out, and your hair off, and your legs so weak you couldn't stand on them, I fancy you'd feel like crying yourself!"

Rural Teacher.—"What 'current event' of great interest can you give me this morning?"

Small Girl (eagerly)—"My ma has just made twenty tumblers of jell."

One day little 4-year-old Effie was playing in the yard, and, seeing a log covered with a curious kind of curled toadstools, she ran into the house and said: "Mamma, can that log hear?"

"No, dear," was the reply; "but why do you ask?"

"'Cause it's got ears all over it," answered Effie.

"What bright eyes you have," said the visitor to 5-year-old Tommy. "You must get plenty of sleep."

"Yes'm," he answered; "my mamma makes me go to bed every night at 8 o'clock."

"That's to keep you healthy," said the visitor.

"No, it ain't," replied the youngster. "It's so she can mend my clothes."

Harry, aged 5, was taking his first ride on the cars, and was curious to know the meaning of certain sign-posts along the track. "Papa," he asked, "What does W and R mean?"

"It means for the engineer to ring and whistle," was the reply.

"Well," said the little traveler, "I can see that W stands for wring, but I can't see how R stands for whistle."

Dorothy had a present of a little kitten, and at once named it "Layme." When asked where she got the name, she said: "Why, don't you know, 'Now I lay me down to sleep.'"

The children were given their boxes of letters for word building. In Nellie's box were some holes that had been punched with a pencil. "O," cried she, "a caterpillar has been in my box. There is the hole where he pulled his little hairs through!"

WHO'S AFRAID IN THE DARK?

Who's afraid in the dark?
"Oh, not I," said the owl,
And he gave a great scowl,
And he wiped his eye
And fluffed his jowl—"Tu whoo!"
Said the dog, "I bark
Out loud in the dark—Boo-oo!"
Said the cat, "Miew!
I'll scratch any one who
Dare say that I do
Feel afraid—Miew!"
"Afraid," said the mouse,
"Of the dark in the house?
Hear me scatter
Whatever's the matter—
Squeak!"
Then the toad in the hole
And the bug in the ground
They both shook their heads
And passed the word round;
And the bird in the tree,
And the fish, and the bee,
They declared all three
That you never did see
One of them afraid
In the dark!
But the little boy who had gone to bed
Just raised the bedclothes and covered his head.

—*Selected.*

AMONG THE BOOKS.

The Hiawatha Primer. By Florence Holbrook. Houghton, Mifflin & Co., Boston and Chicago; pp. 140 and appendix.

This book marks a departure in both matter and method of children's first reading-books as interesting and as worthy as it is radical. We believe the forthputting of such a book to be an epoch-making event. The book is not the result of some hazy pedagogical theory, for its contents have been thoroughly tested in such schools as the Forrestville school of Chicago, of which the author is the principal. The book perhaps requires more thorough preparation on the part of the teacher in order to present the lessons to the class. This is because the book has more in it for the child than any of the ordinary "First Reader" books. The preparation on the part of both teacher and pupil must be of a different sort than that usually required, but it is of the kind of preparation that yields the largest possible returns. The Hiawatha Primer commends itself for the following reasons:

First.—All drill-work, such as word-lists and phonic exercises, is excluded from the reading-text and relegated to separate pages, so as not to break into the continuity of the text and enfeeble, if not totally destroy the child's sustained interest in the story when such interest is so vital to successful teaching.

Second.—The sentence method is employed as a basis from the very beginning. This is the natural and therefore the correct mode of procedure.

Third.—Oral language work is well provided for in the preparation of the reading-lesson in the way of conversation.

Fourth.—Ample provision is made for the presentation of blackboard work of a kind to supplement the reading-lesson in a skillful and forceful manner.

Fifth.—Script is employed for drill in script-reading and for drill in aiding the child in his written reproduction of the story. The script has an advantage in being of the kind that is found in the most widely accepted writing-books.

Sixth.—The admirable pictures in this book afford excellent basis for the child's drawing-work. There are also silhouette illustrations for exercises in paper-cutting.

These advantages, though great, are no more noteworthy than that the content of the Hiawatha Primer is in the form of a continuous story, full of ever-increasing dramatic interest. The method of this book may be a radical venture, but time will soon reveal its pedagogical merit and educational worth. It is not a book for an indolent teacher but it is *the* book for the ambitious and successful teacher.

Plato, the Teacher. By Professor W. L. Bryan of Indiana University, and Catharine Lowe Bryan. Scribner's, New York; pp. 454.

This book, so well adapted for reading and study by teachers, is made up of ably edited and carefully annotated selections from Plato. The book contains something of value for every teacher. The most advanced and erudite as well as the humble beginner will find abundant food for thought and study, and it is all tinged with a practical suggestiveness that is indeed refreshing.

Socrates and Plato are justly famed for their development of the "Socratic method" in teaching. This method has exerted a strong and wholesome influence in pedagogical training. Schools of pedagogy, normal schools, have always employed it more or less. In the hands of a master it is certainly a most excellent method of demonstration and recitation.

The adept in the art of questioning adapts his questions to the individual pupil; in other words, seeks to make the method fit the child rather than force the child to fit the method, to the injury of both child and method. The abundance of illustration of this adaptation of methods to individuals is in itself a strong point of the book.

The selections made by Professor and Mrs. Bryan are indeed admirable for the purpose of this excellent book. Every teacher should own, read and study this volume. It will serve well as a basis of discussion in teachers' meetings, round-tables, and the like. For this same reason it is a most suitable book for adoption by a State Teachers' Reading Circle.

Four Great Americans, by James Baldwin, pp. 246, and **Four American Patriots,** by Alma Holman Burton, pp. 252. Both published by Werner School Book Co., Chicago. Price, 50 cents.

There is no better way to instill patriotism into the child

or to evoke his latent patriotic impulses than to furnish him interesting biographical sketches of those whose lives are indeed and in truth woven into our national life. Baldwin has never had a superior as a writer of good literature for children, and Mrs. Burton is justly famous for her success in the same line. The former's presentation of Washington, Franklin, Webster and Lincoln and the latter's account of Henry, Hamilton, Jackson and Grant comprise some of the best as well as some of the most interesting reading that can be placed in the hands of the pupil. The child is indeed unfortunate who is deprived of the joy and benefit of reading either one of these wholesome books.

The Boys of Old Monmouth, being a story of Washington's campaign in New Jersey in 1778, by Everett T. Tomlinson. Houghton, Mifflin & Co., Boston and Chicago; pp. 427. Illustrated. Price, $1.25.

This is one of the best books for boys that we have ever read. It is the best book for boys that we have seen this holiday season. The book contains a faithful account of the movements of the opposing armies that culminated in the famous battle of Old Monmouth in the Revolutionary War. It is not, on this account, dry history. It is interesting to the point of fascination. It abounds with incidents and adventure of the healthful sort, taken from early records and family traditions. No book has come so near giving a true picture of the sufferings, heroism, privations and struggles of the men and women of Old Monmouth, than whom there were none braver or wrought more valiantly for their country. It is not necessary to say that the book is well made; printing, binding, paper are the best, for it is from the justly famous Riverside Press.

Pale-Face and Redskin, and Other Stories for Boys and Girls, by F. Anstey. D. Appleton & Co., New York; pp. 295.

This book contains seven fascinating stories for children. Boys and girls alike will be charmed by the interesting tales and the three-score of original and unique illustrations. Appleton's have won a most enviable reputation for providing good reading for children. Such efforts as culminate in a book like this justify this reputation as much as do the books of their excellent Home and School Library, which are unexcelled as books for supplementary reading.

The Boy Mineral Collectors. By J. C. Kelley, M. E. J. B. Lippincott & Co., Philadelphia; pp. 362.

A practical and interesting book on mineralogy, written in story form. It is in the main a recount of a trip of two Ohio boys to Colorado, with its wealth of ores, rocks and minerals. While written in narrative form and with the technical terms left out, it is nevertheless thoroughly accurate and reliable. It cannot help but prove an incentive to any boy reading it, to observe and investigate the mineral world about him, no matter where he lives, to make a collection of a cabinet of specimens and to read the interesting story told by the common stones of the field. It will serve as an excellent guide to the teacher in this department of nature study.

Songs of Life and Nature. By Eleanor Smith. Scott, Foresman & Co., Chicago; pp. 208.

This is one of the few music books with a real plan and purpose. It was conceived at the time the compiler and editor was connected with the old Cook County Normal School. The songs are divided into the following classes: Songs of the seasons, nature songs, heroic and patriotic songs, miscellaneous songs, Shakesperian songs, ethical songs and hymns. In the first class we have such songs as Schumann's "Spring Messenger." Among the nature songs are found, "The Swallows," by Schumann, and Carl Reinecke's "Sunbeams in Winter," while the patriotic songs are such as embody some national characteristic or voice the emotion of the people at some crisis in their history; *e. g.:* "Wha'll be King but Charlie?" "Wacht am Rhein," and "Bonnie Dundee," and so through the book the same plan and excellence of classification is followed. This book of songs can be so related to the history, science, and literature work of the school as to be really interpretive. It is especially well adapted to normal schools and training classes.

Child Stories and Rhymes for the Little People of the Nursery and Kindergarten. By Emilie Poulsson. Illustrated by L. J. Bridgeman. Lothrop Pub. Co., Boston; pp. 90.

Emilie Poulsson's name is never connected with any book of rhyme or story, but that the book wins its way forthwith She possesses in a peculiar manner, and to the full, the gift of winning her way to the child-heart. There is

something of instruction in each story or rhyme. There is none of namby-pambyism, sugar-water, reward-of-merit style of jingle that belittles so many of our books for children. From "The Rhyme of the Bowl of Milk" at the beginning to the "Mother Eagle's Story" at the close, the same high standard is maintained. It is the best book there is of the kind, and its kind is a necessity to the pleasurable instruction of the "wee ones."

How to Teach Reading in the Public Schools. By Prof. S. H. Clark of the University of Chicago. Scott, Foresman & Co.; pp. 295.

Here is a book long needed—a manual for teachers of reading in the public schools. This book is capable of assisting the teacher in three ways: First, it explains the psychology of the criteria of expression. Second, it presents a practical method of instruction. Third, it discusses certain very definite principles of literary interpretation. The chapter on "The Mental Attitude of the Reader" is alone worth the price of the book.

Psychology for Teachers. By C. Lloyd Morgan. Chas. Scribner's Sons, New York; pp. 240.

One of the best products from the master hand of England's foremost psychologist of to-day and, therefore, one of the best books on Educational Psychology that has ever appeared. Aside from being thoroughly sound in its principles and tenets it is a book of immense practical value to teachers, for it deals with the problems of school life in a practical manner and in a way to arouse interest and develop zest and enthusiasm in the teacher's work. The author has pervaded his every word in the book with his delightful spirit of service that is evidenced in his every manner to those who have had the joy, as has the writer of this review, to come into personal touch with his inspiring companionship. The book is certainly to be highly commended.

Fridtjhof Nansen by Jacob B. Bull. Translated by Mordaunt R. Barnard. D. C. Heath & Co., Boston and Chicago; pp. 132.

The publishers of this excellent book certainly keep up their well-established reputation for furnishing wholesome and helpful good reading, especially for the young. The

book is in the form of a most interesting narrative. It abounds in healthful accounts of adventure on the part of the celebrated Arctic explorer. It is excellent for supplementary reading or the library. It will prove to be a most popular favorite with children and young people; and the adult reader cannot lay it down until he has completed the reading of the interesting story.

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CONTENTS FOR FEBRUARY, 1899.

EDITORIAL, - - - - - - - - - - - - 449

THE TROUBLESOME CHILD IN SCHOOL,
Proceedings of the Kansas Society for Child-Study 451

LANGUAGE TEACHING FROM THE CHILD-STUDY POINT OF VIEW,
Dr. Maximilian P. E. Groszmann 489

A COURSE OF READING FOR CHILDREN, - *George Griffith* 497

CO-OPERATION OF HOME AND SCHOOL, - - - - - - 502

THE EDUCATIONAL CURRENT, - - - - - - - - 505

WORKINGS OF THE CHILD-MIND, - - - - - - - - 511

The Child-Study Monthly

A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.

MONTHLY, EXCEPT JULY AND AUGUST.

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The Child-Study Monthly

EDITED BY

WILLIAM O. KROHN AND ALFRED BAYLISS.

Vol. IV FEBRUARY, 1899. No. 8

EDITORIAL.

IN the January number we stated that reports from the various Child-Study meetings, held in connection with the State Teachers' Associations in the several states, would appear in this issue. It has since been decided by the editors that it would be better to give a complete report of the papers and discussions at a single one of these meetings rather than condensed reports of the dozen or more that were convened. We do this because we believe that a majority of our readers will approve our allotting so many pages at least once a year to a single subject, provided it is one of practical application.

The Kansas teachers, under the able leadership of Dr. Chrisman, gave full discussion to "The Troublesome Child in School." They surveyed the subject from such various points of view that at least there is much of value in the very suggestiveness of the interesting discussion. Many phases of the topic were presented—*ratio essendi*, *ratio fiendi*, *ratio agendi*, and *ratio cognoscendi* galore were set forth. While the Kansas teachers did not thoroughly dispose of this "necessary evil," the bad boy in school, they plainly showed that they do study him and thus come to know something about him and to sympathize with him and his peculiar environment; for every bad boy, every troublesome boy has a peculiar environment that is largely responsible for his escapades so disturbing to good order, good teaching and good school work.

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The March Number.

MANY of our special articles are of necessity crowded out of this issue, but the March number will contain at least six original articles written especially for this magazine. In addition to the regular departments—"Among the Books," "Working of Children's Minds," and editorials on special topics, some new features will be added that will make THE CHILD STUDY MONTHLY even more valuable to its largely growing list of readers.

* * *

HOW ANSWER THIS?

[The following is an account of an actual occurrence, and the questions therein propounded by one of our subscribers, are certainly perplexing to a degree and yet a solution should be at hand. They are submitted for the consideration of our readers.]

One evening a little girl, at the close of her prayer, asked her mother to please step out of the room, as she wanted to say something to God she didn't want her mother to hear.

Mamma, naturally curious, tried to learn the nature of the confidential communication but finding the child unwilling to tell, she retired as requested.

The next evening she was again asked to leave the room, but she positively refused and insisted on being told what was to be added to the prayer. The child said: "I was going to thank God for letting me steal the sugar this morning."

What was that child's idea of right and wrong?

What was her idea of her mother?

How did she feel towards her mother?

What was her idea of God?

What were her feelings toward Him?

Could her false ideas be corrected without causing estrangement from Him?

If the estrangement was once brought about, could the former confidence be restored?

What was it best for the mother to do under the circumstances?

SARAH R. WATKINS.

110 W. 23d St., New York City.

"THE TROUBLESOME CHILD IN SCHOOL."

PROCEEDINGS OF THE KANSAS SOCIETY FOR CHILD-STUDY

HELD AS A SECTION OF THE KANSAS STATE TEACHERS' ASSOCIATION, ON THURSDAY, 2:00–4:00 P. M., DEC. 29, 1898.

THIS Society holds an Annual Meeting in May of each year and it also has a half-day session at the Christmas holidays as a section of the Kansas State Teachers' Association. This year the room assigned for the meeting was entirely too small and an overflow meeting was held in another room, but still the accommodations proved not sufficient and quite a number were turned away at the door of each room. This year the State Reading Circle is using President Taylor's "Study of the Child" which, with the excellent program offered, gives, in part, at least, the cause for the large and enthusiastic attendance. This, perhaps, had the fullest attendance of the sections.

The meeting was opened by the president, Dr. Oscar Chrisman of the State Normal School, Emporia, with these introductory remarks:

"When it became my duty to prepare a program for this meeting, my mind, from some cause, went wandering back over the past and into my public school experience. As I was contemplating this part of my life's work there came before me, here and there, some pupils who have caused me, since I have become a student of children, to think that I had not understood them. Then I began picking them out and I was not surprised to find myself standing in one school-room, looking at a boy, and reflecting that could he, in some way, be removed from my room, there would be very little trouble hereafter. I found myself naturally drawn to the topic: 'The Troublesome Child in

School,' which determined the subject for this meeting. Then the questions came as noted on the program.

"As you will see from the program, this subject is to be discussed from the standpoint of the teacher, the principal, and the superintendent. A teacher will give you her study of such a child in her room; a principal will tell you of his experiences in his school; and a superintendent will portray his observations and studies from the schools of his city. This will be followed by a special discussion by three superintendents of city schools, who have been and are among the most deeply interested in the Child-Study movement. To open our general discussion, I have selected the two gentlemen not only on account of their great interest in Child-Study, but also because of their being at the head of the teachers' professional training in our state—the State Normal School and the Department of Pedagogy of the University of Kansas."

The following program was then carried out:

THE TROUBLESOME CHILD IN SCHOOL.—There is some one child in every school-room who is most troublesome:

1. What does he do?
2. Why does he do so?
3. Can he do otherwise?

I. Papers. (15 minutes each.)

1. Prin. C. W. Myers, Kansas City.
2. Miss Beth Warner, Topeka.
3. Supt. W. J. Hull, Iola.

II. Special Discussions. (10 minutes each.)

1. Supt. J. H. Glotfelter, Atchison.
2. Supt. Mamie E. Dolphin, Leavenworth.
3. Supt. L. A. Lowther, Emporia.

III. General Discussions. (5 minutes each.)

1. Opened by Pres. A. R. Taylor, Emporia.
2. Prof. A. S. Olin, Lawrence.

PRINCIPAL MYERS' PAPER.

Blessings on thee, coming man,
Bad, bad boy we often tan.

Rebellious locks show 'neath his tattered hat;
His manner awkward, ill at ease;
Yet future actions may whole nations please,
Nothing here too good for him, remember that.

The bad boy is a much-abused member of the human family. On him falls the blame of every mischievous happening in the household and the school. Without trial by jury he is imprisoned in the dark closet, banished from the society of his mates, or, perchance, made to suffer severe bodily punishment. Yet he is in embryo, the brain-power of our great institutions, the vital force and energy which will keep the wheels of commerce moving in the coming generation.

Not a few persons may ask: "Why do you offer a tribute to bad boys?" Our definitions of a bad boy will widely differ. I take off my hat to the unfortunate lad because I know he is not alone responsible for his badness. My inability to avert the bad and discover the good makes me indeed sad.

I will rehearse a few of the happenings in our school since last September:

Charles is a bright, brown-eyed, stout boy of ten summers. He is quite sociable. His relations with his teacher have been most pleasant. He is quite up to grade in his class. Yet both young and old in his community brand him as a very bad boy. The boys of his own age are all afraid of him. Their parents declare that he is the source of all the mischief in his part of town. Charles is a pugilist. Not the kind, however, that postpones the displaying of his skill until a purse is offered. He seems to have acquired a love for running away from home, also for playing "hooky" from school.

Charles was on hand at the opening of school, September 19. During the week he seemed no different from other pupils of his age.

The second Monday, September 26, the newness of school having worn off, Charles was absent. September 27, Charles does not respond to roll-call. The report comes that he is at his old tricks, "playing hooky." Charles' teacher receives instruction to have the boy report at once to the principal's room should he be at school Wednesday.

At recess, Wednesday morning, the following conversation takes place:

Principal—"Good-morning, Charles. I am sorry to learn that you have been out of school two days. Why were you unable to be here?"

Charles—"I had to stay out to herd cows."

Principal—"Will it be necessary for you to miss school often on account of herding cows?"

Charles—"No, sir."

Principal—"Charles, in order to do our school work well it will be necessary for our pupils to be at school each day. We need you here to do the work. Should you be absent again I shall be over to your house immediately to see why you are not at school. Will you try to be here?"

Charles—"Yes, sir."

October 17 the following conversation might have been heard in the principal's room (Charles and John are sitting on a front seat).

Principal—"I understand you boys had trouble going home from school last evening. Charles, you may tell me about it."

Charles—"We were going home and I jumped on his back, just for fun, and he got mad."

Principal—"Then what happened?"

Charles—"I just hit him two or three times. I didn't hit him hard."

Principal—"John, you may tell me about it."

John—"Charles is always fightin' me. I didn't do nothing. I was just walking home and he pitched on me."

Charles—"He did, too. He hit me with a cinder at school yesterday."

Principal—"I think I have made a sufficient investigation of this matter. You boys understand perfectly that it is strictly improper to fight on the way home from school. I am very sorry to have this happen. I hope it will not occur again. Boys have much better times when they are friendly. Charles, you may turn across my knee. I always punish for fighting." (The spanks are vigorously given with a lady's storm rubber.)

October 20 and November 14 Charles is again brought before the bar of justice for similar offenses, the result of which is severe punishment. I now decided that my efforts to prevent Charles from fighting were quite unsuccessful. I learned that the boys from the east part of the district were taking great delight in chasing the west side boys home after school. The boys from the west side were equally delighted when *they* were fortunate enough to have the balance of power.

The boys concerned are called in and given the following instruction:

Boys, I think it is such a pleasant thing for all of us to agree. How many of you think so? (All hands are up).

I think I ought know about every fight that occurs on the way from school. I have decided to appoint one of the boys to report to me each fight he sees. Now, of course the one I appoint can't help it. The other boys should not be angry with him. It will be his *business* to report all cases of fighting. I have not the time to go along home with you boys and attend to this myself. How many of you think this would be a good plan? (All hands raised). All right, I will appoint Charles.

Charles has handled the matter well. It has been necessary for him to report just one case of fighting. He took great delight in making the report. He has the skill of a detective in ascertaining particulars. He has been quite valuable in running down boy No. 2, which I shall discuss.

Charles is now a good, well-behaved boy. His father has an excellent position in the city. His mother is quite

pleasant to meet. She is an Arabian by birth. She very readily supplies her children with all the necessaries for school work. I think, however, she is quite harsh with Charles when he offends her. I understand she had whipped him last September when he played truant, that he slept in a deserted car barn two nights. Charles has been out of school but one-half day since the second week of school. He came late the morning of December 5. He returned home rather than be tardy. I predict for Charles a bright future.

Sam is one of our 3 B. boys; is nine years old; has light hair and brown eyes; has a sort of innocent air about him; is very, very slow; has good lessons, rarely gives his teacher trouble during school hours. Sam is what we commonly call a sneak. He can scarcely be caught in anything. Yet we feel assured he has done the mischief. A teacher's program is tacked upon the wall in the hallway. November 15 it is discovered that several tacks have been removed from it. Diligent search for the offender is at once instituted. It is readily traced to Sam. The lad is summoned. The following dialogue ensues:

Principal—"What do you know about the tacks being pulled out of the program in the hall?"

Sam—"I don't know anything about it. John Smith wanted to borrow my screwdriver to pull them out, but I didn't let him have it. John says: 'Let me have it, I'll pull them out.'" (John is summoned).

Principal—"John, what do you know about the tacks being pulled out of Miss Smith's program?"

John—"I don't know anything about it."

Sam—"Yes he does; he wanted to take my screwdriver."

Principal—"Now, Sam, tell me just how it happened."

Sam—"John and me were walking upstairs together, and he says to me: 'Let me take your screwdriver; I'll pull them out.' But I didn't let him have it, and we went on in our room. We didn't pull them out."

Principal—"Where is that screwdriver?"

Sam—"Here in my pocket."

Principal—"Let me take it. Now, Sam, didn't you pull these tacks out?"

Sam—"No, sir, I didn't."

Principal—"It seems strange to me that this conversation should take place, that you should have the screwdriver, that the tacks should be removed and you still be innocent. I shall punish you for carrying tack-pulling tools."

December 6, my reporter (Charles) brings the news that Sam loosened a brick from the pavement and placed it on the electric-car tracks. The car, being unable to stop on the down grade, almost left the track as it ran over the brick. (Sam is called. Charles is excused). Then follows:

Principal—"Did you place a brick on the car track?"

Sam—"No, sir."

Principal—"You may ask Charles to step in, please."

(Ch .rles and Sam return.)

Principal—"Charles, you may tell me about the brick."

Charles—"Sam told me he put the brick on the track."

Principal—"Well, Sam, is it true you told Charles you placed the brick on the track?"

Sam—"Yes, sir; but I didn't put any bricks on the track last night."

Principal—"Did you put the brick on the track to-day?"

Sam—"Yes, sir."

On calling on his parents I found his father was not at home.

Mrs. K. said she was very sorry her little, innocent boy had been led off. She deplored the fact that they were unable to send their children to a private school. She told me she thought the public schools would be the ruination of her children. Mrs. K. has perfect confidence in the integrity of her children. She asked if I had seen Sam place the brick on the track with my eyes. I think Sam takes advantage of his mother's faith in him.

Sam is still a bad boy. I have no remedy to offer. I believe bad boys are a necessary evil. I am not looking forward to the time when we shall have no bad boys. We will have fewer bad boys when we know them. We cannot know them and at the same time stand aloof from them. We can certainly influence and control our boys by knowing their controlling influences and commending the good in them.

I think we do not have a bad boy in every schoolroom. We will, however, meet them. I believe it is often well to feign ignorance of their past record. True, our boys will not all prepare their lessons with the same degree of excellence. Their aspirations widely differ. Discover, if you are able, something that interests him. He will be an expert in doing that. Let him help you. He always enjoys that.

> **" Cheerily then my coming man**
> **Live and laugh as boyhood can."**

MISS WARNER'S PAPER.

It was one of those beautiful warm mornings in September, when we have still the songs of the birds in the treetops, and the scent of summer in the atmosphere, while here and there are appearing delicate harmonies of autumn hues which bear to us the message, " Summer is gone and the death of the year draws rapidly near."

As the writer walked into the pretty schoolroom (and it was a pretty room, full of light, and with new clean desks, good boards, some excellent pictures and a spotless floor) it seemed to her that nature without, and the janitor within, were plotting to contribute full measure to the joy of that " first day " which every teacher feels will, in all her nights and days during the year to come, have " solely sovereign sway and masterdom."

As she stood thus contemplating her surroundings, feeling joyous and anxious by turns, a wonder grew as to what the year would bring forth of success and failure, joy and

bitterness; a wonder as to what pupils of those to come would bring cheer, comfort and pride, what ones disappointment, regret and haunted dreams.

Slowly the playgrounds began to take on an aspect of life. Teachers, one by one, appeared on the scene of action; children, score by score, followed. A couple of girls came into the room, eyed the new teacher shyly and whispered something to each other.

Evidently two opinions had been passed and this edict should go forth even unto the fortieth as he entered.

A number of boys entered the room but none of these appeared to be the special one to be dreaded. Yes, there he is, she feels sure, in a group of boys who are standing by the window in the rear of the room. X, a short, slouchy German boy of fourteen—his light hair had an unkempt appearance, his blue eyes had a decided squint, his forehead wore a sort of artificial frown, and his mouth, of enormous proportions, was stretched, as the mountain prospector says of his "grubstake," "from year to year." He stood grinning and frowning at the same time as he conversed with his fellows, his head thrown back, his hands in his slouchy pockets. Hear that teacher on the subject of X at the close of the term: "Yes, X was an annoying boy in many ways; X laughed—yes, giggled unnecessarily; X practised facial gymnastics to the annoyance of teacher and fellow pupils.

X was no respecter of names; during recitation time, when he knew a thing he was apt to recite whether asked to do so or not; all remonstrations were as pearls cast before swine, for X continued to make his knowledge public. But X, bless his heart, is the orator of his class. When he rises to read the pupils are all attention, for if there be any power in that paragraph, X's voice will be powerful; if there be any emotion, X's voice will be tender; if there be any humor, X finds it and the others enjoy it to its full extent. X catches the thoughts of others and reveals them as does no other pupil in the class.

Though his sight is poor X can master two lessons while many other pupils would master one—provided he is not too indolent to work at all. He is decidedly untidy, his penmanship is miserable, his manuscripts a sight to behold."

His parents are Germans. He is the youngest of seven children; his father died when X was six years of age; his mother has provided for and reared the family. He says that he enjoys reading more than out-of-door sports. He has read some dreadful books (so have we all), but some good ones, too; he says the best book he has read is the Bible and the next best a life of Christ.

He thinks Lincoln the greatest man who ever lived and W. J. Bryan the next. The most wonderful thing he has ever seen is the "State Capitol," and the most beautiful picture a portrait of W. J. Bryan. Blue is his favorite color and music his favorite art. He has an excellent memory and fine reasoning powers and he enjoys the study of history more than anything else; he has read some law books and his great ambition is, some day, to be admitted to the bar. If he could do as he pleases he says:

"I would have 'Midas' golden touch that I might turn the moon to gold and have it fall into my back yard.

"I would go about the universe in an air-ship and visit Jupiter, Neptune and a few other small places.

"I would make my mother queen of England and my wife queen of Brownie Land. I would be president of the United States and emperor of Zululand at the same time.

"I would be a greater orator than Webster; would win more battles than Napoleon; rule more land than Queen Victoria; have more money than Li Hung Chang; and would own Africa and Pauline.

"I would quit working, quit eating, quit walking, but never quit talking. You may think more, say more, write more, but you can't want more than I do."

Things went on smoothly during the first day and on the second morning a friend (a teacher from another city) accompanied the writer to her school-room. As they en-

tered the latter said: "I have looked over my pupils and have decided upon the one whom I think will give me the greatest amount of trouble. I wish you would watch them as they enter and point out the one that you should most dread."

X did not impress her as being especially dangerous but she pointed out a boy who went slouching to his seat, and said:

"You will find your greatest problem in that Irish washerwoman's son there." I laughed at the aptness of the name which she applied to him and said, "That is Y."

He was a slender boy who walked with a decided stoop; his clothes were neat but he allowed them to hang on him in a peculiar fashion as if he were a nail in the wall.

His head was so drawn down between his shoulders that he had the appearance of being hunch-backed; his mouth was small, his face rather thin, his eyes gray and his stubborn brown hair, with the aid of copious applications of water, had been parted in the middle and stood out stiffly in all directions from that central line giving sort of a straight-bang effect over his unusually low forehead.

During the entire term Y was a disturber of the peace. His favorite way of sitting was with his feet out in the aisle and his body bent down over his knees so that his head came on a level with the desk, or below it. It seemed an impossibility for him to sit up and work with the materials placed upon his desk.

One reason for this probably was, that he seldom worked, and when down in the aisle so, he could torment his neighbors without the exact nature of the offence being visible to the teacher. He thoroughly enjoyed going through all sorts of contortions.

There was seldom, if ever, any malice in his acts; he simply enjoyed being a clown, and I have often thought that in his "previous state of existence," he must certainly have been the "fool" at the court of some hilarious king. He was never daunted by remonstrations of any sort,

whether kind or severe, and when spoken to, concerning his conduct, his answer (and he always answered), bore no sense of shame, simply oblivious good-nature. His mother says: "He's jest so full o' the devil that he can't help it." When as a last resort, (in order that other pupils might study if Y *would* not do so, and this often happened), he was placed on a chair by himself, behind the stove, he would study, utterly oblivious to the existence of any other human being—completely lost—buried in his book. Or let it be announced, by the teacher, that a composition was required, Y would seek out some vacant seat in a secluded spot and there he would sit, lost to all the world, and write.

And what did he write? Good, sensible, well-composed essays. He loves to write and to read and enjoys hugely any story of animals, hunting or explorations. But we must leave X and Y with their talents, breathing a prayer in the behalf of each, and turn to Z whose endowment has not yet been discovered. Z sat behind Y, first row, second seat.

It was the second morning of school; the friend, who was visiting was watching for some declaration of war by Y; the teacher was glancing dubiously now and then at X, when suddenly an enormous bunch of paper hit the floor in front of the desks.

It came from Row One. Of course Y was the guilty party. He was spoken to. Y "had been busy—knew nothing of it." The teacher asked for an explanation, and the deep, careless, drawling voice of Z answered: "I throwed it there." "That is not the waste-basket. Why did you do so?"

"Fun," was the reply. "You may pick it up, please, and put it where it belongs." Z did not move, and when asked if he intended to do so, replied: "Naw, I don't," in a sullen, defiant voice.

Z was a large boy, almost full-grown. There had been nothing in his person or manner to attract attention up to this time, and it is needless to say that both teacher and

friend were taken by surprise. The pupils, however, did not appear surprised but cast knowing looks at each other. In the evening some inquiries were made as to Z's personality, and he was found to have been the dread of all the teachers to whom he had gone. He had ever been sullen, defiant, unkind and unfeeling.

Z is one of four children; a brother and a sister are older and have been delights to every teacher under whose instructions they have been placed. They are both grown and are receiving good educations. They are both kind and pleasant students and faithful church workers. There is a brother younger than Z. whom teachers speak of as being bright, diligent, and kind.

Z is now fifteen years of age and has his growth; he is well built, has broad shoulders, a full, round face, blue eyes, very dark brown hair and a very unpleasant looking skin. He is neat in his appearance and is reasonably well dressed; he has a heavy bass voice and speaks with a decided drawl. When he walks he never thinks of lifting his feet, but drags them along giving the appearance that he will fall upon his nose before the step is finished.

He has a fine brain. There is no pupil in the room that he could not excel if he chose. He is a good mathematician, an excellent grammarian and draws with skill, and yet is utterly devoid of pride and has no anxiety to do his work well. He is lazy. When called upon to make a recitation he usually answers, "I dun no." Some days, when he is in a comparatively good humor, he volunteers a recitation and then does well.

One said to me: "You must get on the good side of Z." Some weeks later, in answer to the remark, I said: "I have been hunting the good side of Z that I might get on it and I am so unhappy, for I cannot find it." He smiled and said: "No one ever has, but I thought that my remarks might help you to try and perhaps you might succeed." Think of a boy whom no one of eight or ten teachers has been able to reach! Is he not a problem

worthy of our consideration? If he came from a low home we might attribute his disposition to "environment." If it were one teacher with whom he had disagreed we might attribute the difficulty to "misunderstanding," but neither of these conditions is a key to the solution of the problem.

Theirs is a pleasant home. The family, from grandparents down, are well-read and good people. The mother has been an invalid from her girlhood; she is a kind, patient woman, with but little executive ability; yet her love and kindness have proved touchstones to the characters of the other children. Not so to Z's. The father pays little or no attention to their conduct and they are left entirely to the discipline of the mother and Z follows his own bitter desires.

Early in the term Z was seated behind one of the girls of the class, a dear, sensitive child, all kindness and conscience, very unattractive, but a delight to her teachers because of her diligence and innate goodness.

I noticed she could not move without annoying Z, and, if perchance she turned her head, ever so slightly, toward the desk, he noticed it and would look at her with supreme disgust and hatred, making not only gruff and unkind but ungentlemanly remarks to her.

Every day's close brought a record something like this: "Z has done no work to-day." "Z read a book to-day while the class studied. I was glad he did that instead of annoying A." "Z was so unkind to A to-day that she was on the verge of tears all afternoon." And after the other remarks for the day always this: "Z has sneered at every statement that the teacher has made and has sullenly refused to recite."

On several occasions this record is found:

"Z was talked to kindly and even coaxed to do differently."

Various methods of finding the good side of him have been employed, but the light has not yet dawned and he has gone home in sullen silence. One evening of the third

week the following instance was noted: "Z read while the others studied and did not have his grammar lesson. He was detained to finish the lesson when the others went home and then of course handed in very unsatisfactory work." Whenever he was asked to remain, even if he had been told the reason and asked to stop at the desk for a moment, as soon as the bell rang his hand would be raised, his fingers snapped and he would ask, with a sullen laugh:

"Say, what d' I haf to stay for?"

Another note: When the lines marched in to-day the boys and girls in the room were asked not to make noises in time with the music. Z continued to do so. When again the request was repeated he laughed defiantly and continued. Fortunately just then the music ceased.

The grammar lesson was some written work (a review of the noun); the matter had been recited orally yesterday and I knew that Z knew it perfectly, but he did not begin his work with the others. I waited some time and then inquired if he had no pencil. He replied that he had. I waited longer and then asked if he intended going to work. He answered: "Naw, I don't."

He was excused until he made up his mind that this is the place for work and not play, and that he can "do as Rome does." He stalked, or rather dragged loudly out of the room and, when outside, went down the street yelling and waving his cap.

The next day: Z returned to school with a note.

The father wrote thus: "Z feels humiliated at having to come home carrying his books. I feel that the teacher's impatience was equal to the boy's misdemeanor. He did not know what was wished. Please explain to Z just what you wish."

Two days later: "The boy has whispered some to those about him to-day, but has addressed no remarks whatever to me." Third day: "Z's seat was moved away from Miss A to-day. He is very pleasant to the girls on either side of him. I feel sure he will do better now. And at

least A's persecutions are ended." Fourth day: "Z volunteered a recitation and did well. I told him so."

Two weeks later: "Z has whispered and written notes to the girls across the aisle this afternoon and has laughed his peculiar laugh a great deal. I laid a note on his desk asking him to wait a moment this evening.' I did this that he might not be 'humiliated' by a public request. When the bell rang his hand was raised, his fingers snapped as of old and he said: "What d' I haf to stay for?" I laughed and he waited.

When alone, I said: "Z you can agree with me, can you not, that you have met with fair treatment in this room for the past two weeks?" "Yessum," he answered. "Then," I said, "is it not fair that you do your part also that our relations be pleasant?" "Yessum." "There has been a tendency on your part toward disorder and annoyance this afternoon; please be careful that you do not go too far, but make your pride rather in your strong recitations." "All right," he said, and left.

Several weeks follow with about the same daily round of conduct on Z's part. I learned to expect nothing from him but sullenness and certainly no recitation save as it suited his own good pleasure. I learned not to see his sneering laugh, as well as many other things which he did or did not do in order that his anger might not be aroused, by his being spoken to, unless he was absolutely annoying us by noise. He usually manages to speak in a sort of undertone when met alone upon the street, but if he is with other boys he allows them to perform that act of politeness for him. I find this note once: "Z lifted his cap to-day when he met me." I am as yet unable to solve the mystery. On a later date, this: "Z spoke pleasantly and smiled this morning when he gave me the money for his book." Still later: "This morning Z picked up B's handkerchief which was lying in the aisle and laid it on her desk, he usually drags his feet over all such articles."

He is gruff and unkind to his fellows, both boys and

girls; is cruel to younger children; his unpleasant remarks are a dread to the girls of the room, and his teachers expect no more than monosyllabic answers from him in a conversation.

Other pupils are to him as so many animals and politeness and gallantry toward his friends are minus quantities in his make-up. Five weeks before the close of the term the following occurrence is noted: "Z was quietly asked to speak with me after school. He asked his usual question, but waited and I said: "Z do you know that you have annoyed us this afternoon?" "Ah, I don't care," he said. I began saying something further and he again answered with the same words. The case was referred to the principal and Z exhibited the same spirit toward him.

When he returned to school two days later he brought a letter from his parents of which the following is an extract:

"We are exceedingly anxious to have him stay in school the balance of the term. If you cannot do anything with him let him have his books and please don't threaten any punishment unless you mean it, and in anything reasonable in that line you have our coöperation. But a proper mixture of firmness and kindness will, we believe, work wonders in this case. I find by careful inquiry that many of the reports made of Z are not true altogether, and as long as he don't lie to shield himself we will continue to hope that he will be able to overcome his stubborn and sullen disposition."

Being very much interested in the case and anxious to discover, if possible, some of the inner life of the boy, a list of seventy questions was prepared and presented to the same grade in two different schools. No names were required on the papers and thus we felt there could be no restraint in the answers.

The questions were given to a hundred pupils and but one refused to answer them. Z's paper came back almost a blank.

I wish to state here that his sight and hearing are unimpaired. Later an essay bearing the title: "If I could do

as I please," was required; Z stepped into the trap this time and the essay is given below verbatim:

"If I could do as I please, I would be eating most of the time, and would not go to school, but skate and go to theatres. If I could do as I please, this room would be minus one teacher so we could have lots of fun. I would have a tandem and go riding every night with my girl; I would have lots of money and all kinds of guns and dogs and go hunting every day in winter, and in summer find a good place to swim in and go swimming everyday. I would travel all over Africa and hunt; I would go to California and eat bananas and oranges. I should like to go to Yale and play foot-ball and other games. I would have servants to do all the work, and I would dress fine. I should like to know how to play the piano and other instruments."

This essay is the exponent of the boy's character and probably comes as near to the truth as that of any member of the class.

On the day when the school closed for the Christmas vacation, the teacher read to the pupils, "The Birds' Christmas Carol." They are especially fond of stories in that room and were delighted to hear this one. Z, however, paid little attention save in places where he was able to pervert the language into some low channel of thought. The classes were to be dismissed at 11:30 o'clock that morning but, when that time arrived, there remained to be read but the last short chapter and the pupils said, as if with one voice: "Oh finish! finish!"

The story was continued and we had reached that touching point where Carol, weary with the day's excitement and life's pain lay quietly in her bed in her own dainty, darkened room, and the family down stairs were listening silently to the choir boys in the little church as they sang, "My Ain Countree." The first stanza was finished. The room was silent, the eyes of many of the pupils were drooped and some lashes betrayed tears. Not a sound was to be heard. The second stanza was begun:

"The earth is decked wi' flow'rs,
Mony tinted, fresh an' gay,
An' the birdies warble blithely,
For my Faether made them sae."

(A loud snap of a finger from the rear of the room:)
"Well, Z?" said the teacher.
"Say, when we a goin' home?"
"In a moment more." (quietly.)

"But these sights an' these soun's,
Will as naething be to me,
When I hear the angels singin'
In my ain countree."

But, "O, for a lodge in some vast wilderness," thought the teacher. The spell of the story was broken and those pupils went home, having lost the depth of beauty breathed forth in the words of that last sweet chapter.

I wish that time and space had permitted me to have entered here the multitude of evidence to be obtained from his various other teachers. But you have at least caught a glimpse of his character as it stands in deep shadow among the bright figures of child-life. What a record it makes, and how many anxious hours it represents!

Hear the explanation which his father gives as his conclusion of the whole matter:

He says that as a child Z was, in disposition, as their other children, but that the brother older was much loved and petted by his first teacher and when Z entered school he expected the same sort of treatment from her (the same teacher) but she was indifferent to him and on this account he grew sullen and sour. I cannot tell how far this serves as a key to his character; it appears to me that there *must* have been the *tendency* to that disposition, in the child, and it was possibly strengthened by her neglect. She treated the sister as she treated Z and it did not sour her. The root of that disposition was there by hereditary or some strong prenatal influence, and it has been cultivated by the boy, and nourished into growth by the parents' indulgence

until it has become the ugly green monster which we now behold; the ruination of the boy and the man, a curse to the home, a terror to his teacher and a blight upon the lives of those children who must sit with him daily in the schoolroom.

Day after day as I look from Z to the fresh, pure open-hearted girl who sits across the aisle from him there comes to my mind these lines of Sidney Lanier's:

> "Light raindrops fall and wrinkle the sea,
> They vanish and die utterly,
> One would not know that the raindrops fell,
> If the deep sea wrinkles did not tell.
>
> "So souls come down and wrinkle life
> Then vanish in the flesh-sea strife.
> One would not know that souls had place
> If 'twere not for the wrinkles on life's face."

What dimples and curves of beauty some souls leave; what ugly, deep, leathery scars, must be the result of others!

SUPERINTENDENT HULL'S PAPER.

The investigations which constitute the basis of this paper, were undertaken with the original intention of making a study of the troublesome child without regard to sex. It soon became apparent, however, that the troublesome child is, as a general rule, a boy. The troublesome girl has been met with, but she is in such a hopeless minority and her misdeeds are so peculiarly her own that it seemed best to consider only the troublesome boy.

The investigation has been made along the three lines suggested by the following questions: (*a*) What does he do? (*b*) Why does he do it? (*c*) Could he do otherwise? The material has been gathered from two sources: (*a*) The written answers of thirty teachers in eight cities of the second class in Kansas. In October last a request, enclosing blank for answers, was mailed to about fifty teachers in city schools, including principals and superintendents. The reports received, though brief, evidenced

careful and thoughtful preparation, each comprising the results of the study of a particularly troublesome child.

While these reports have materially aided me in my Child-Study work, the study and investigation necessary in their preparation has doubtless been helpful to these teachers themselves. Indeed very gratifying words were received from some of them, testifying to the benefits received in this way. (*b*) The cases of discipline that have come up in my regular duties as superintendent. Though not very numerous, these have furnished good opportunities for a study of these questions. Since the opening day of our schools the three questions: What does he do? Why does he do so? Could he do otherwise? have been constantly in my mind, and in every case of discipline, failure in work and complaint of parent, with which I have had to deal, my aim has been to seek for correct answers to these questions. My custom has been to find out all I could from a friendly talk with the pupil in question, and by drawing him out in as many ways as possible, to learn what I could about him from his former teachers; to question his present teacher closely in order to determine the extent of her knowledge and understanding of the pupil and perhaps suggest to her certain investigations that she might make with profit. This plan starts the teacher to studying the child and enables her to help herself in this and other cases. The results have been very satisfactory, usually the deportment of the pupil has improved, his interest in his studies has been increased, and whipping and other severe punishments have almost been eliminated.

The troublesome boy is to be found in all grades, including the high school, but the most complete and interesting type varies in age from twelve to fourteen. A compilation from the thirty reports before referred to, shows that he is an active urchin, if we are to judge by the number and variety of his doings. What does he do? He does about everything he ought not to do and leaves undone about everything he ought to do. He whispers, he talks,

he studies aloud, he mumbles; he turns round in his seat, he twists, he wriggles, he squirms, he fidgets, and is a stranger to bodily repose; he twirls his pencil, rattles his ink-well, rustles his paper, and makes unnecessary noise; he plays with his knife, drops his book, rolls marbles across the floor, throws paper wads; he always wants something, forgets where his lesson is, is either too slow or too quick in response to commands; he takes pleasure in vexing and thwarting his teacher, runs away from school, longs to be out doors to wander about at will; he attracts the attention of others, annoys them and leads them into mischief; he sits in an awkward position, leans against the wall, shifts from one foot to the other, is shambling in his gait; he is thoughtless, neglects his lessons, is inattentive in recitation, is saucy and impudent, and usually a "smart Aleck;" he does the thousand and one little things that disturb the school, annoy and irritate the teacher, and is in general a "thorn in the flesh."

Why does he do so? The most common answer given in the thirty reports, is the lack of self-control. In his heart the boy really desires to do better; he promises to mend his ways, and perhaps really tries to improve his conduct, but being untrained in exercising restraint upon self, he sooner or later gives way to the impulse or desire of the moment and his efforts to be good come to naught. The second most common reason assigned is nervousness, the third laxness of parental discipline, and the fourth inherent depravity. Other causes mentioned by two or more, are "use of tobacco," "pupil thoroughly hardened," "has been advanced too rapidly," "evil companions," "crowded schools," "environment," "thinks it smart to be bad," "viciousness," "does not distinguish right from wrong." But very few ascribe the boy's troublesomeness to deliberate, willful, unmitigable meanness.

The observations made in my own investigations verify in a large measure the correctness of the reasons assigned in the reports. However, the following modifications and

additions seem warranted. Nervousness is overestimated as a reason for restlessness. I am aware that the nervous child suffers much from being misunderstood, and even abused in the average school, and I agree that next to the troublesome child the nervous child has the greatest claim upon the teacher's attention and study.

Nervousness doubtless tends toward restlessness, but they are by no means identical, nor are they, to any great extent, necessarily coexistent. Nervous children are generally bright, sensitive, of keen perception, easily interested and are hard workers in whatever they undertake. Many of the most restless children, those that squirm and twist and wiggle and fidget have nerves of iron. They are surcharged with vivacity and activity, both mental and physical, and prance and caper like young colts confined in a lot. Not infrequently restlessness has been found to be due to muscular weakness and lack of muscular control.

There can be but little doubt that a lack of self-control is one of the fundamental reasons for the existence of the troublesome boy, but I am less certain that inherited depravity is so great a factor as it is claimed to be. It is an open question whether the child inherits the characteristics of the parent to any marked degree. At most, only innate tendencies are transmitted from the parent to the child. The development of these inborn tendencies into fixed habits of character is chargeable to home influence and environment, including influence of companions and what may be known as "street education." In our towns and cities the boy's ideals are formed largely through street influence and street companions, and ideals thus formed, even when not positively bad, are far below those of the school and home. Among these influences must be included low and contaminating thought and the nefarious habit of cirgarette-smoking.

Could he do otherwise? This question is of the greatest importance; here culminates the practical value of these investigations.

Two considerations are involved: (*a*) Is the boy voluntarily and wittingly troublesome, or is his conduct the result of influences and forces beyond his control? (*b*) Can the school supply conditions and apply forces that will enable him to do otherwise? As to the first consideration, my experience covering a number of years, and my study of specific cases, lead me to the conclusion that the troublesome child could not do otherwise under the existing conditions and with a continuance of the forces, internal and external, by which his life is influenced; his doings are not erratic, willful and without reason; they are the resultant of the forces which dominate his life. Abundant reason can be found, either in the child or in his environment, in school and out, for every one of his multitudinous misdeeds. In almost every case that I have investigated, or that has been investigated at my suggestion, the child has been found doing only what might be reasonably expected under existing conditions. In every such case an intelligent seeking out of the underlying causes has proven more efficient than a blind battling with resulting evils. "An ounce of prevention is worth a pound of cure," particularly when the cure does not strike at the root of the disease.

The troublesome boy cannot help being troublesome, but his teachers can and ought to help him to get over being troublesome.

It will be necessary to stir into life and activity the latent forces of the soul, to exalt the boy's idea of the importance of school and the value of education, to give his school-life purpose and aim, to counteract the noxious influence of environment, to tone up his mental powers, and to develop his will power.

These are grave and responsible duties, but the teacher must meet them. The mere recognition of such things as among the possibilities gives the teacher broader sympathy and enlarges his stock of patience and makes him keener in insight and more fertile in resources. He learns to recognize justice as well as expediency in allowing the abnormally

restless boy a reasonable degree of freedom. In time he may even discover that in a skillfully managed school, freedom is not incompatible with good order. School-life is at best artificial and there must needs be a generous amount of common sense and human sympathy which recognizes the rights, the comfort and even the frailties of children.

The case of a boy of eleven in my schools will serve as an example in this connection; he is neglected at home and as a consequence spends much of his time "down town;" he is the best errand boy in town and attends all the shows, being engaged to sell gum and pop-corn on such occasions; his active and restless nature and his habits of unrestrained freedom make the conventional school-room seem a veritable prison-house to him. At first his teacher found it impossible to keep him in order and get him to study, and finally came to me for help; a better understanding of that boy and of the cause of his restlessness and lack of studiousness, enabled the teacher to observe his actions from a new view-point. Our sympathies were enlisted in his behalf and this, together with a manifestation of interest in his out-of-school enterprises, gained an influence over him which was easily utilized in leading him to try to please rather than tease his teacher, and to find interest in his studies.

When a teacher realizes that his trouble with a particular boy is due to the boy's lack of self-control a long stride has been taken in the direction of helping that boy to better relations with the school.

If the boy is deficient in self-control, his teacher ought not to be surprised that the boy's actions are uncontrolled; that he is led by his impulses and gives way to the desires of the moment with little thought of the consequences. Nor can the boy be expected, within himself, to cultivate self-control; he must be guided and helped, the teacher must lend him self-control, and encourage and stimulate him in the exercise of his own will, until the power and habit has been developed in him.

No more important duty devolves upon the teacher than

will-culture, both on account of its value as an element of education, and on account of its helpfulness in school discipline.

I will conclude this paper with a brief account of "how I discovered a boy while attempting to reform him." He is seventeen years old and a member of my geometry class. He has not been considered a particularly troublesome boy, though his previous record was not all that could be desired. Last year, I am told, he caused the teacher more or less trouble and the records show that he failed in three of his studies and barely made a passing grade in the fourth. He annoyed me by his persistent opposition to my efforts to arouse some enthusiasm in the class. He was satisfied with the bare facts of geometry and entirely failed in his conception of the nature and purpose of the demonstration, especially in the exercises for original work.

I was unable to get hold of my class as I wished and considered him an obstacle in my way and determined to investigate his case thoroughly and either win him over to the work or drop him from the class.

I found him to be self-willed, difficult to persuade, and to possess but little ambition to excel. If anything measured up with his idea of what is worth having, he mastered it fairly well, otherwise he was indifferent to the opinion or wishes of his teachers; however, I discovered that he knew a great deal more than he had received credit for, owing, perhaps to his lack of the power of expression and to his indifference. His teachers have since been convinced they were probably deceived in this respect all last year. Evidently here was a boy who would amount to something in school if the best that was in him could be brought out. Having made these discoveries, my interest in the class centered, for a time, in that boy, and within one month, while the entire class was working nicely and quite enthusiastic upon the subject, that boy astonished us all with his remarkable cleverness in geometry.

He undoubtedly has the best mind for mathematics in

the entire school; more than that he now ranks among the best in every one of his studies and is making up back work with the determination to graduate with his class next year in spite of past failures.

SUPERINTENDENT GLOTFELTER'S DISCUSSION.

The following observations are not so complete as they could have been had the children written about been under the immediate control of the writer, or of a teacher interested in the record. They are the result of inquiries sent to the teachers in the city schools asking for the record of a troublesome pupil's acts in detail for a single week. Experienced teachers will recognize in them the familiar history of many a child, and perhaps the discerning reader will get a few glimpses of the teachers who made the records.

Of twenty-three children reported as troublesome, but one is a girl. This is not because there are no troublesome girls, but because the troublesome boy is so in a greater degree. *In every case the child is older than the average in his grade*, and sixteen of them are twelve years of age or above. Every child mentioned has failed of promotion once or more.

The terms used in describing these pupils' faults are: Inattentive, attracting the attention of others, whispering, fidgety, lazy, indifferent, irregular in attendance, idle, thoughtless, careless, talkative, mumbling, nervous, grinning, noisy, stubborn, impudent, destructive, ill-tempered, quarrelsome, truancy, lying, vulgar, cheating, sneaking, disobedient. Many of these terms are synonymous. Probably all these troublers could be classified into three classes, the first and largest being the uninterested, those that from wide and various experience upon the streets, and in conversation and contact with those older than themselves, find the school exercises, planned for younger minds than theirs, stale and irksome; another class would include those who have little or no power to concentrate

their attention upon anything, and so wander from one thing to another, craving the companionship and conversation of those about them; the third class includes those actually antagonistic to the school, its discipline, its exercise, and all its requirements. Contact with the teacher, attempts at compulsion on the one hand and resistance on the other develop in these impudence, indifference, irregularity, and carelessness. But few of the children reported upon are in the third class, only two having been reported as liars, one sneak, two vulgar, and but few disobedient. Our tests did not show these children defective in anything except will-power.

The following are some of the reports condensed:

No. 1.

Boy, twelve years old, in fourth grade.

Monday—Brought snowball into schoolroom; was very restless.

Tuesday—Gave trouble by drawing pictures when he was pretending to study his geography lesson.

Wednesday—He was almost tardy; was very restless.

Thursday—Tripped a boy in the hall, causing him to fall.

Friday—Very fidgety, talked in undertone, and whispered.

This boy's parents are of nervous temperament, and in their control of him have emphasized, rather than suppressed the effect of his inherited tendency. He is troublesome from habit, from lack of will-force sufficient to control his activity. I remember that under one of his teachers earlier his work and conduct were very much improved for awhile through the exercise of her will. He can help it.

No. 2.

Boy, nine years old, in first grade. (Not reported by days).

This boy is lazy, restless, loves to talk, laugh, and scuffle. He meddles with the younger children, striking

and teasing them. He resents being reproved, is sometimes impudent, sometimes uses vulgar words, but is not untruthful, and his teacher thinks him not so bad as he formerly was. He sometimes controls himself through fear of punishment, and can undoubtedly help doing as he does. If it were possible to put him in a class with boys and girls of his own age he would probably behave differently.

No. 3.

Boy, fifteen years of age, in fifth grade.

Flipped notes down the aisle, chewed gum; on being made to throw it away immediately put some more in his mouth, coughed to disturb the room and tried to induce others to join in it, muttered in an undertone on being reproved, cheated, threatened teacher when he knew a punishment was due him.

No. 4.

Boy, thirteen, seventh grade.

Monday—Played with a string, lost place during recitation, was noisy, played truant in the afternoon.

Tuesday—No interest in his lesson, acted like a stranger, had no pencil, borrowed and lost his teacher's, was generally troublesome, lied about his absence, and tried to involve a good boy who happened to be absent the same afternoon in his truancy.

Wednesday—Idle, whispered, lost his place again during recitation, washed a girl's face with snow, and lied about it.

Thursday—Had to change his seat on account of his disturbing others. A declamatory contest was held in the room to-day and he tried to distract the speakers by pantomime. The speakers complained of him.

Friday—Troublesome all day, just as he has been for two years and a half.

This boy uses tobacco, dislikes everyone, girls especially. Hates school and lessons, is a coward, boaster, and talebearer. He has been reared by a doting mother, with whom he has carried on a continual contest, usually coming off best.

What with humoring and yielding his egotism has been overdeveloped, while his self-directive will has not been trained at all. He probably could help it with different surroundings, or fear might work a change in him, but his mother always spoils the effect of reasonable chastisement by thinking him unjustly treated.

No. 5.

Boy, fifteen years old, in the seventh grade.

Asked to sit by the radiator, although the room is comfortably warm, asks to borrow a knife often to sharpen his pencils, comes in before the opening bell rings, which is against the rule, mumbles when reproved, accidently knocks over the flower vases, the window stick, and whatever will make a disturbance. He takes his pencil-tablet home and forgets to bring it back, so cannot have the lesson without causing some disturbance in providing him paper. He persistently slides down in his seat until he seems sitting on the middle of his spine. Prepares his lesson so carelessly that it cannot be read. Keeps himself constantly before the school. This boy is just at the captious age of adolescence. He is ill-tempered and quarrelsome. When on the playgrounds he is sure to annoy and impose upon the younger children. He is fond of threatening to play truant or come tardy when he is where he thinks his teacher will overhear him. He, also, is the son of parents of nervous temperament which probably gives him his tendency towards irritability and disorderly conduct. Mismanagement both at home and in school has doubtless helped to fix his habit of lawlessness. He can help it. He is a model of gentlemanly behavior on occasion, and will, doubtless, become a well-behaved young gentleman in a few years.

It seems to me that these cases, as well as all that our teachers have reported, are a record of mistakes, mistakes on the part of parents and teachers. When we understand children better we may have no troublesome ones.

SUPT. DOLPHIN'S DISCUSSION.

Nothing puzzles the average teacher more than the problem of the not-altogether-bad, but invariably troublesome boy; the deliberate consideration of what the most troublesome features of his conduct are, why they exist, and what their remedies may be, must prove helpful to both teacher and boy. Recently fifty teachers in our schools were called upon to consider the cases of the most troublesome boys that came under the supervision of each, and reports made on the question are given in the following general summary:

1. *Health.*—Out of the fifty boys considered, thirty-eight possessed good health, and the remaining twelve who were the least troublesome of the fifty had various chronic physical ailments.

2. *Temperament.*—Twenty-two were of a nervous vital temperament, and twenty-eight were found to be moody, sullen and constitutionally obstinate.

3. *Physical Defects.*—Thirty were found to be without physical defect of any description, while twelve were found to have defective hearing, three were dwarfs and five were troubled with defective eyes.

4. *The Most Troublesome Features of Conduct.*—Whispering, 12; idleness and inattention, 20; teasing others, 4; tendency to anger, 3; impudence and stubbornness, 6; lies, 4.

In answer to the question, "Can they help doing so?" thirty signified a desire to overcome the troublesome conduct, but could not. The development of self-control had been neglected in most of these cases, and in the cases of the remaining twenty, the idleness and inattention were attributed to the fact that the work was beyond their grasp, and there seemed to be nothing in the recitation which appealed to their attention or interest.

Twenty out of the fifty used tobacco and twenty-six were decidedly unclean as to person and clothing. As to standing in class, thirty-eight out of the fifty ranked very low as to scholarship and few had access to any litera-

ture except that provided by the school. Letters written by the boys disclosed the fact that all except eight liked school, and had ambitions for military life, travel, or adventure. In all cases the boys had spent their lives in the city and forty of them had been considered troublesome by all teachers under whose supervision they happened to be placed.

The most valuable result connected with the study of these boys was the increased consideration and sympathy aroused in the teacher and the renewed determination to assist the boys in gaining habits of self-control.

SUPT. LOWTHER'S DISCUSSION.

Can he do otherwise? This proposition opens up the controversy between heredity and environment. To insist that the child could not, under any circumstances pursue a course different from the one he has pursued would be a species of fatalism wholly inconsistent with our ideas of free will and personal responsibility for conduct. To assume, for example, that every child given to lying, or stealing, or any other of the abnormal traits met with in the schoolroom, is tainted by a more or less perverse ancestry would be as far from the truth as to deny altogether that the child owed anything to the parent for his general character and disposition.

While it is certain that both normal and abnormal traits may be transmitted, recent investigations seem to indicate that desirable traits are inherited more largely than undesirable ones in the ratio of more than two to one. Much that is regarded as hereditary may be and probably is due to the fact that the child fashions his life after that of his parents. Children are born imitators. If the father smokes, or swears, or drinks, the child feels it his privilege to do likewise. He unconsciously copies the habits of those with whom he is associated.

Some months ago I had occasion to talk with a boy

addicted to smoking. He had become very offensive to his teacher and schoolmates, because of the odor of tobacco on his clothes. He admitted he smoked, but insisted that he did not smoke on the school-grounds, nor carry cigars to school. To his mind he had fulfilled the letter of the law, and evidently he did not consider that the school authorities had control of his actions at home. Furthermore he maintained that his father smoked and that he had a right to do so, too; besides, smoking was certainly not a very bad habit, for he had known men to smoke for years, and were living yet, in apparently as good health as other men.

Ordinarily this would be set down as a clear case of inheritance. May it not have been one of "adaptation to environment?" True, the predisposition may have been transmitted, but had there not been a suitably nourishing soil there would have been no development. Had the surroundings been different, had the boy been supplied with a better set of ideals, the result would doubtless have been different.

There is, therefore, abundant reason for concluding that heredity plays a much smaller part as a determining factor than is commonly believed. If the conditions that control and hamper the child's life could be changed, we would have reason to expect abnormal peculiarities to cease to obtrude themselves, and possibly disappear entirely.

Here, then, is a fruitful field for the teacher. Whether or not the abnormal child can or will act otherwise depends very largely on the teacher's management of the case. This means a study of the individual child. Mass teaching seeks to make every child conform to the conventional standard. Every child is an exception in that he has an individuality of his own. And he has a right to be understood as an individual. Someone calls it a divine right.

One day a boy came to my office with a note from his teacher saying that the bearer had become so obnoxious that it was impossible to allow him to remain in the room. He was idle, noisy, inattentive, obstinate, impudent, and

perhaps a score of other misdemeanors could be charged to his account. My investigation developed the surprising facts that he was subject to violent fits of headache, that he had some form of catarrh, that he was almost blind in one eye, and that his hearing in one ear was defective. He admitted that at times he felt perfectly miserable. Poor, afflicted boy! No wonder he grew discouraged as he saw his inability to measure up with his classmates! His teacher, ignorant of his defects, held, him responsible for all the work. He became despondent, morose, distrustful of his teacher, finally disliking her and charging maltreatment as a *cause for his misconduct.* Evidently the first duty of a teacher, on observing a peculiarity in a child, is to study the cause. The root of the evil may be some physical defect needing the attention of a physician.

Here is a case in point: Last year, in the third grade, a little girl had been giving her teacher no end of trouble. She was petulant, contrary, inattentive, disrespectful, and was failing to maintain her standing in her class. Her parents could not account for it, and were inclined to find fault with the teacher. But the latter was one of the most kind, gentle and patient teachers I have ever known. The child complained more or less of headache, so someone suggested having her eyes examined by an oculist. This was done. The investigation showed an extreme case of astigmatism. Glasses were fitted. She was promoted conditionally at the opening of the present year, has had no further trouble, stands high in her class, and is perfectly happy in her work.

The parent should not be ignored in this study. The coöperation of the parent is not only desirable, but absolutely essential if many of the cases be reached. A large number of troubles at school may be directly traced to the home-life. Parents often know little and care less about the school and their children's interests therein. They want to be let alone. The teacher, they say, is paid for

teaching school. Hence, the reason many teachers endure the annoyance of an incorrigible rather than complain. A true teacher is inventive, tactful, many-sided. In addition to her other natures she must be somewhat of a missionary to preach the new gospel—not to the heathen—but to parents, and enlist their interest in the saving of the boys and girls.

An incident of considerable interest to the writer, the outcome of which is awaited with some anxiety, is here given: A colored boy, fourteen or fifteen years old, in the fifth grade, has been a constant source of irritation for several terms. Usually taking two terms to each term's work, he is left stranded with a class of boys and girls much younger than himself. Naturally of a quarrelsome disposition, high-tempered, ever ready to take up fancied insults by white children, he managed, until a few weeks ago, to stir up a fight or two each week. In school he was idle, inattentive, noisy, disturbing others who wished to study, insolent to his teacher, and so on. Twice he attempted to fight his teacher (a male teacher), once drawing the poker. Ordinarily he would have been suspended long before he was. At last the climax came and he was sent home. He begged to be reinstated; was kindly, yet firmly, told that nothing could be done for him; but that he might, if he wished, bring his father to talk it over. In a day or two the boy appeared with his father. The latter had no sympathy for the boy, and soon showed that he considered a "flogging" the proper medicine for all ills mental or moral, if not physical. The boy himself admitted that he ought to be whipped.

The conversation turned to his home-life. They lived in a little shanty, bare and comfortless. Meals neglected or irregular—usually no warm dinner at all. Father away all day at work. Boy did not always go home at noon. Often got hungry. His mother, sick in bed and not expected to live, was mentioned. This was his tender spot. He burst into tears. He seemed to realize for the moment

how wayward he had been, how much suffering he had caused his mother. He thought he could do better; for her sake he would try.

It was decided to try him once more. For various reasons the whipping was postponed till the following Friday, when he was to come to the office to take his punishment. Provided, if he could at that time bring a statement from his teacher that he had been a good boy, then the chastisement was to be postponed another week. On Friday evening he appeared with a note, a mingled expression of doubt and hope on his face. When the sentence, "He has been a model boy," was read, his black face lighted up. He thought he could do as well another week. He did do as well. Then came vacation.

The apparent reformation may be due to fear of punishment, hanging over him like a Damocles sword, in which case it will hardly prove permanent. Or it may be due in part to the possible fact that the father adopted certain suggestions about the cooking and the meals. But be that as it may, if in the interim a few gleams of light should struggle through his sluggish brain and show him the beauty of a better life, the questionableness of the means that brought it about will be waived.

It is not necessary to multiply illustration. These are types of many that occur daily. What we as teachers need to do is to study the characteristics of each child, and deal with him as an individual, having his peculiarities discovered, appreciated, and respected. We need to cultivate a larger sympathy that will reach down and touch his inner life, inspire him with new hope, and give him faith in himself.

PRES. TAYLOR'S DISCUSSION.

I am greatly pleased with the large attendance and the awakened interest in Child-Study. I recall the fact that the first meetings of the state were not largely attended, but each year the interest has grown, and the attendance to-day

shows how fully the movement has taken possession of the state. Teachers should not forget that the character of the higher activities of the child depends upon the way in which the lower activities develop; that the successful development of the former depends largely upon the proper cultivation of the latter; that the education of the will should begin with the little child and that ideal character depends upon intelligent training throughout youth; that children should not simply be given proper conceptions of right, but should also be led to their realization. I hold that the most sympathetic and intelligent child-training sometimes fails unless punishment be brought into requisition to enforce right action; that fear of punishment is sometimes the only effective restraint; that the mother who finds consolation in the fact that she had never refused a single request of her boy could hardly understand how fully she was responsible for his misdeeds.

In the interest in Child Study shown at the recent Mothers' Congress, and the meetings of the Woman's Federation, is found much encouragement in the promised coöperation. Many mothers are studying the child and are already coöperating more intelligently with the teacher. Teacher and parent should come into closer relationship and they should strive more earnestly to work in harmony with each other.

PROF. OLIN'S DISCUSSION.

The studies of individual cases that have been given, show that the teacher must have a working knowledge of psychology, if she would circumvent the troublesome boy. You may call it gumption or tact, instead of psychology; but it is a knowledge of child-mind and the motives that will lead it toward, or away from certain lines of activity. And no teacher can govern well without this knowledge.

One observes the clouds, or the wind, or the signal service flags, and acts in accordance with the signs that are hown. No less does the weather-wise teacher, by a hun-

dred signs in appearance and demeanor of the troublesome boy, gain a knowledge of coming trouble. She will see many things that she does not notice; and her skill as a school administrator will often consist in harmlessly side-tracking the urchin who is rushing straight toward an open breach with the order and discipline of the school-room.

It is as important to avoid trouble as it is to show yourself the master when in open conflict.

A YOUTHFUL ESTIMATE OF DEWEY.

A young lady teacher in a mission Sunday-school was instructing a youngster making his first appearance. She had put him through a half-hour or more in the rudimentary principles, and was reviewing her work. "Now," she said, "tell me again who made the world and all that is in it?" "God did," replied the boy, with commendable promptitude. "God can do everything, can't He?" she asked again. The boy hesitated a moment. "I don't believe He could lick Dewey," he answered at last, and his teacher sat silent between her religion and her patriotism. —*San Francisco Wave.*

A small boy in the First Ward has been afflicted with the chicken pox. The disease is becoming pretty well advanced. Yesterday morning he went to his mother and looking at the back of his hand, which was covered with the rash, asked modestly, "When do the feathers come?"

What a fine appreciation of the niceties of our language was displayed by the Italian prelate who prides himself on his English when in the midst of a discourse he remarked solemnly: "There are, my brethren, three enemies against whom, all our life long, we are bound to fight—the devil, the world, and" (for a moment he pondered) "the meat." —*Times-Herald.*

LANGUAGE TEACHING FROM THE CHILD-STUDY POINT OF VIEW.

[*Continued.*]

THE pupils will now be ready to discern the grammatical relations of words in a sentence. *The sentence will become the starting point of formal grammatical instruction.* Whether it is best, as Franz Kern suggests, to begin with the finite verb, as containing the essential elements of the sentence, is doubtful, as this view implies a logical abstraction. But the simple sentence, with its subject, predicate, object and other modifiers, will form a firm basis for elementary analysis. *This analysis must remain general at this stage*, and omit confusing details. Observations will illustrate to the child the simple relations of these parts of the sentence, and of substantive, adjectival, adverbial and verbal elements to one another, without the need of formal definitions.

It is open to discussion whether *diagraming the sentence* will contribute much to the clearness of its conception. If there were a way—interesting to the children as well as illustrating the *organic facts* of the sentence—the weight of argument would be in favor of the diagrammatic method. But the ordinary diagram-forms are utterly unsatisfactory; they ignore the *evolution of the thought* as expressed in the sentence; they regard the latter "from the standpoint of formal grammar—that is, as a thing dead and static, a manufacture instead of a growth" (Gertrude Buck, "The Sentence-Diagram," *Educational Review*, March, 1897). Miss Buck reminds us of the evolution of the sentence, from the interjectional expression of a homogeneous feeling (the single word of the young child is more or less interjectional in character, at any rate stands epigrammatically for the expression of the entire thought) to a differentiated, though stenographic, assertion of an empirical judgment that has crystallized into a logical concept; and she suggests a tree-

shaped diagram. It is well to consult the writings of Franz Kern on the subject of a sentence analysis ("*Die Deutsche Satzlehre*," Berlin, 1883; "Zur Methodik des Deutschen Unterrichts," 1883; "Zustand und Gegenstand," 1886;) he was the first to demonstrate the untenability of the copula-idea. However, it may be best to postpone diagraming which presupposes a good deal of *exact* discrimination, till the time of secondary instruction; for the child's standard of exactness is considerably lower than the adult's, and can be prematurely advanced only at an expense of time and energy better employed in other directions.

The so-called compound sentence will hardly need special treatment at this stage; a recognition of the co-ordinated relationship of parts found there will suffice. The complex sentence can be treated as what it really is, viz.: An expanded simple sentence, the expansion being produced by substituting (dependent) sentences (clauses) for single words or phrases. Of course, it is not strictly true that such clauses are consciously substituted by the writer or speaker; the process is rather that a clause is used when a single word or phrase would be inadequate.

It may be added that the common practice, to dissect selections from literature by so-called analysis, deserves to be denounced as truly barbaric; selections should be used as illustrations only. The children's own compositions will furnish material for analytic practice, the main function of which is to demonstrate the need of well-connected and precise expression.

To recapitulate: At this stage of logical development, the child may be expected to discriminate, *in a general way*, between subject, predicate, object, and modifiers; and also to *recognize** (not define) nouns (pronouns) verbs, adjectives, adverbs, and perhaps prepositions and conjunctions.

*If there should be any hesitation in the reader's mind as to the possibility of *recognizing* parts of speech without defining them, let him be reminded that he knows and recognizes a great many things without being conscious of their definition, or ever having defined

If further analysis should be deemed desirable, the construction of sentences may be represented in the following manner:*

Signify principal statements by capital letters in their natural series, *e. g.:*

"An inventor is rarely a scholar"=A.

"It was a consoling dream, but it was only a dream"=A; B.

Or in case one statement is parenthetically enclosed in another:

"Rarely (for invention presupposes technical skill) is an inventor a scholar"=A(B)A.

Sentences like the following should be allowed to pass as simple sentences (with more than one subject, or predicate, or object):

"My sister and her friend met me at the gate; we took a walk and enjoyed ourselves"=A; B.

Only when there can be no mistake about several sentences having been compounded or contracted into one, may the sentence figure assume this form:

"The little girl had brown eyes and black hair, and was clever and courageous"=A+B.

In complex sentences the principal statement is treated

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them; and that he would often be very slow in recognizing an object from its definition. In thinking of a *table*, e. g., is Webster's definition of this useful piece of furniture present to his mind, or does he know it at all? Or would the following definition taken from the "Standard Dictionary": "A sliding receptacle, as in a cabinet, bureau, table, chest, bench, or the like, for containing clothing, papers, valuables," &c.—help him materially to recognize a common *drawer*? Why should it be otherwise in grammar? Definitions are the climax of cognition—the final label which a logical mind affixes to a concept; but the principal condition of correct conception is correct perception, whether defining words are used as an additional description or not.

*This method in its essential features (though here it appears in a somewhat modified form) has been suggested by *J. Wollinger*, "Lehrbuch des gesammten Sprachunterrichts."

as the original simple sentence; the dependent clauses are denoted thus:

1) *Subject clauses*=s; abbreviated,=sb:

"Whoever (or: He who) finds the book should bring it to me"=s, A.

"To die for one's country is an honor"=sb, A; also in this form:

"It is an honor to die for one's country"=A, sb.

2) *Object clauses*=o, or ob:

"He says that he never saw anything like it"=A, o.

"The sick desire to be cured (that they be cured)"= A, ob.

3) *Predicate clauses*=p:

"He is not what he seems"=A, p.

4) *Attributive clauses*=a.

"A friend who remains true in affliction is a great blessing"=A, a, A.

5) *Adverbial clauses*=x:

"When spring awakens the flowers, my heart, too, feels a new power rising into existence"=x, A.

If there are clauses dependent on clauses, we may consider these as clauses of the second degree, and designate them respectively s^2 o^2 p^2 a^2 x^2. In the same way we may have, in still more complicated constructions, clauses of the third and even of the fourth degree.

The following quotation from Webster, analyzed by this method, will illustrate the process:

"(These few and scattered historical notices of important inventions have been introduced only for the purpose of suggesting)=A (that there is much)= o (which is both curious and instructive in the history of mechanics:)= a^2 (and) = + (that many things) = o (which to us, in our state of knowledge, seem so obvious) = a^2 (that we should think) = x^3 (they would at once force themselves on men's adoption)=o^4 (have, nevertheless, been accomplished slowly, and by painful efforts.)" = o.

A, o, a^2 : + o, a^2 x^3 o^4 o.

It will be readily seen that this method of analysis is very different from the ordinary mechanical and barbaric way; it does not dissect, but goes right to the core of sentence composition and touches upon style as well. It has enough of the puzzle quale to arouse the intense interest of the pupils who will delight in exercises of transposition, rearrangement, and change of expression, such as the following:

"That it is wise to curb our passions, nobody will deny" =o, sb^2.

A. Make it A, o, sb^2; or A, o.

"Iron is found in almost every country. Nowhere it occurs pure. Most of our tools are made of iron." How can these three statements be combined in one sentence? Or, make it: A, a+a, A.

This kind of analysis may even with profit be extended to the literature read, and will serve to make the pupils more appreciative of the peculiar style and manner of an author; but it is well to have it understood by them from the outset, not only that some constructions permit of different interpretations, but also that every sentence cannot be reduced to a formula; that genius defies and transcends mechanism and rule. This work will call forth much ingenuity, if the teacher is wise enough not to present it in the form of tasks, but as literary puzzles and pastime.

Devices like the ones described in the foregoing, will greatly facilitate the criticism of the children's own language, especially in compositions, by the instructor. For constant practice in self-expression, following the study of great models, will after all be the cardinal method of developing the language of the child. It must never be forgotten that it cannot be the aim of elementary instruction to appeal to the higher logical faculties of the mind, or to teach grammar as such; training of this kind belongs properly to the next higher stage—that of secondary, or adolescent, education, when the juvenile mind becomes conscious of itself. In the preadolescent years, all exercises should

be directed to the development of the *power of self-expression*, and great caution must be employed lest self-consciousness be awakened prematurely, as that would destroy the child's freedom and naturalness before he has acquired the power to reason out his way for himself and become independent. The well-known anecdote of the centipede will furnish a valuable lesson in this connection.

The term "self-expression," in speaking of the children's compositions, has been used with a purpose. Nothing affords a sadder spectacle than what is ordinarily understood by essay-writing in schools—a painful struggling with foreign, undigested matter, mere word-play, illuminated now and then by borrowed fireworks of other people's brilliancy. It is the very training-school of cant. Children should be encouraged to write only of what they have themselves experienced, either in the world of reality, or emotionally. They should be led to express *themselves*—their own knowledge, their thoughts, their own feelings, be they ever so crude and simple; and not second-hand thoughts and emotions to make a false show. When once the child knows that nothing but his own self is wanted and appreciated, his language will flow without restraint, and he will grope his way, as it were, through the intricacies of grammar. Grammar is, to put it in another form, the law that has, unconsciously to human beings, governed their thought when seeking expression; language is thought materialized. Make, therefore, the child perceive accurately, think clearly, and feel distinctly, and his expression will become accurate, clear, and distinct; grammar will take care of itself as it did in the great minds of the race from whose immortal creations we have abstracted those rules of expression which in them were living forces. The language of children is an unmistakable index of their training and education in general, or else of their native genius.

Special exercises need not be neglected; but they should be concrete rather than formal. If you wish to practice

plurals, you may have the pupils write statements which are true of *all* flowers after they have studied one; or of *all* metals after they have worked with one or the other. And if you think practice in comparing adjectives is desirable, let them *compare real things* with which they are familiar, as in a nature-lesson. But avoid as much as possible—and that can be done even when tables are prepared, as described in the earlier pages of this essay—to make the exercises smack of formal grammar. It is *power* rather than *reflection* for which we must strive. List-making will, as a rule, follow, not precede, these composition exercises.

Minds of an elementary, or of a non-philological stamp, can perhaps not go beyond the limit of what has been so far suggested. Let us not deceive ourselves about the logical capacities of perhaps a majority, at least in this particular line of mental activity. Abstract reasoning is not a quality of the multitude; few will assimilate more than the rudiments of science, few will ever assume a scientific attitude. It would be unjust, however, to brand all unscientific, or non-linguistic minds with the epithet "inferior." Granted there are only too many who will forever remain on a lower plane of intellectuality; but a large number whose scientific, or specifically philological accomplishments can be but elementary, will display superior ability in other lines of human activity. Elsewhere,* the writer has suggested a differentiation of school-instruction in the prepubertal years; and such differentiation may be carried on and further specialized in adolescent (secondary) education by establishing a series of coördinated high-school courses which would correspond to the different view-points of individual groups of adolescent students. In a crude way, secondary differentiation has already been instituted, though with this principal defect that only those pupils who have previously shown themselves philologically and mathematically talented, find admission while all the rest, may

* "The Common School and the New Education." C. W. Bardeen, Syracuse, 1897, p. 7.

their otherwise superior gifts make them ever so capable of higher training if only the proper courses were provided for them, are excluded.

Grammar, then, in its function as elementary logic, is not a discipline suited for all; but there will always be a certain percentage of pupils in each class that can be taxed higher in exercises employing the logical faculties. To them, the opportunity for such practice must not be denied, and while we must not allow ourselves to be worried or disgusted by the hazy notions of the non-abstractive children we may demand close attention and exact work from those that are capable of it. Adjustment to different needs, or individualization in class-work, must be the watchword.

DR. MAXIMILIAN P. E. GROSZMANN.

Charlottesville, Va.

(*Concluded in next number.*)

A SCIENTIFIC GRANDPA.

"See, grandpa, my flower!" she cried;
"I found it in the grasses!"
And with a kindly smile the sage
Surveyed it through his glasses.

"Ah, yes," he said, "involucrate,
And all the florets ligulate.
Corolla gamopetalous—
Compositæ—exogenous—
A pretty specimen it is.
Taraxacum dens-leonis!"

She took the blossom back again,
His face her wistful eye on.
"I thought," she said, with quivering lip,
"It was a dandelion!"

—*Margaret Johnson, in St. Nicholas.*

It was the first day of school, and the room had been very quiet for a few minutes, when five-year-old Sam said suddenly to his teacher: "Hadn't you better be gitten something to say?"

A COURSE OF READING FOR CHILDREN.

A FEW preliminary statements are necessary to a full understanding of the following study.

The study is based upon a three-years' experience with a course for home reading by the pupils in the public schools of Utica, N. Y. There are three courses in reading—One for the regular reading exercises during school hours; one for teachers to read to pupils; and one for the pupils to read out of school. It is only the last of these courses that is considered in this article.

Substantially the following list of books was placed before the schools for guidance, September, 1895. It has been slightly revised and increased each year since. Pupils have been urged, not required, to read at least two books each during second and third grades, and four books each during subsequent grades. After reading a book from the course the pupil reports it to his teacher. The teacher discusses the book with the pupil, asking questions about it, making suggestions for further reading, etc. The pupil is then credited with the reading of this book. Only books thus read and discussed are counted in the following table. Sometimes children hand to the teacher a written account or review of the book read. In some schools pupils keep in a small book a record of their reading, often adding notes upon individual books read.

The principal sources of supply for the books are the public library, which has placed upon its shelves from five to twenty-five copies of each book on our list; school libraries, especially in the outlying schools, in each of which the school board has placed a copy of such books on the list as are in greatest demand; children's libraries in several schools, collected and maintained by the children and their friends; and home libraries, where parents in many cases have been guided in purchasing books for their children by this recom-

mended list. It has been a common sight to see a teacher with quite a crowd of her pupils in the public library, after school or on a Saturday, aiding them in the selection of books.

Principals have made an extended and detailed report upon work each year. From these reports have come many helpful suggestions for improvement, touching incidents to show the good being done, and statistics that show really marvelous results. A brief summary of a few of these statistics is here given. There is not space to give any of those numerous individual instances that best indicate what is really being accomplished.

Year.	*Pupils in grades affected by plan.*	*Books read and discussed with teacher.*	*Pupils who read none.*
1895-96	4,240	12,639	758
1896-97	4,553	26,037	516
1897-98	5,122	36,219	442

As may be seen in the above table, the number of pupils as yet untouched by this influence is small and is constantly growing smaller. At the other extreme we are finding some pupils who are running into "literary dissipation." With this latter class teachers are now working to lessen the amount of reading and to secure more thorough study of what is read.

Among the other items annually reported by the principals have been: "Book of list for each grade best liked by pupils;" "book of list for each grade considered most desirable in opinion of the teachers;" and, "books on suggested lists that seem undesirable, and why." Compilations of these answers have been of great value to us in our annual revision of the lists. Many teachers and superintendents have asked for the publication of the results of these investigations. I regret that the value of these results cannot be made available without the publication of the entire list of books. This makes quite an extended article, but I am assured by several superintendents that it will be helpful. I therefore give the compilation for two years—the second and third of our use of the plan. It includes reports from over five thousand pupils in eighteen schools.

Author.	Title.	Schools reading it.	1896–97. Schools reporting it to be: Best liked by pupils.	Most desirable in opinion of teacher.	Too difficult.	Uninteresting to pupils.	1897–98. Schools reporting it to be: Best liked by pupils.	Most desirable in opinion of teacher.	Too difficult.	Uninteresting to pupils.
	Grade 2									
Burt	Little nature studies	18	3	2	0	0	1	2	....	....
May	Little Prudy	18	3	0	....	....	2	0	....	....
Bass	Animal life	18	2	3	....	....	1	7	....	....
Johonnot	Friends in feathers and fur	18	2	4	....	....	2	3	....	....
Mulock	Adventures of a brownie	18	4	1	....	....	6	2	....	....
Richard	Joyous story of Toto	18	6	4	1	....	4	1	1	....
Mulock	Little lame prince	18	0	0	1	....	0	1	1	....
	Grade 3									
Pratt	Stories of colonial children	18	7	10	....	....	7	13	....	....
Abbott	Learning about common things	18	0	2	....	1	0	2	0	1
Jackson	Letters from a cat	18	3	1	....	....	3	2	....	....
Burt	Stories from classic writers	18	0	0	2	1	0	0	1	....
Richard	Four feet, two feet, and no feet	18	4	2	....	....	3	1	....	1
Carroll	Alice in wonderland	18	3	0	....	....	5	0	....	....
Brine	Bessie and Bee	18	1	0	....	....	0	0	....	....
	Grade 4—B									
Burnett	Editha's burglar	16	11	1	....	....	10	2	....	....
Cox	Brownies; their book	16	1	0	....	....	3	0	....	....
Dodge	When life is young	16	0	0	....	....	0	0	....	....
Johonnot	Neighbors with wings & fins	16	0	0	....	....	0	2	....	1
Kirby	Corner cupboard	16	0	4	....	....	0	8	....	....
Scudder	Bodleys on wheels	16	0	0	....	....	1	1	....	....
Wesselhoft	Sparrow the tramp	16	0	0	....	....	1	0	....	....
Morley	Seed babies	16	0	1	....	....	0	0	....	....
	Grade 4—A									
Winslow	Fairy geography	16	0	3	1	1	0	0	1	....
Otis	Signal boys of '75	16	—	1	....	....	1	3	....	....
Olcott	Eight cousins	16	(1)	(3)[2]	....	....	1	4	....	....
Andrews	Story mother nature told her children	16	2	6	....	....	1	4	....	....
Gilman	The kingdom of coins	16	1	1	....	....	2	1	....	1
Burnett	Little Saint Elizabeth	16	8	0	....	....	9	2	....	....
Otis	Boys of Fort Schuyler	16	—	—[1]	....	....	3	3	....	....
	Grade 5—B									
Butterworth	Zig-zag journey to the Occident	15	0	1	....	....	0	2	....	....
W tson	The Boston tea party	15	3	7	....	....	3	6	....	....
Burnett	Little Lord Fauntleroy	15	10	1	....	....	7	1	....	....
Uncle Lawr'ce	In search of a son	15	0	0	....	...	0	0	....	....
Hale	Little flower people	15	0	0	....	....	0	0	1	1
Hawthorne	Grandfather's chair	15	1	1	2	....	0	2	....	....
Otis	Toby Tyler	15	(12)	(1)[3]	....	....	6	1	....	....
	Grade 5—A									
Hawthorne	Biographical stories	15	0	0	....	....	0	2	....	....

[1]

Author.	Title.	Schools reading it.	1896 97. Schools reporting it to be: Best liked by pupils.	Most desirable in opinion of teacher.	Too difficult.	Uninteresting to pupils	1897-98. Schools reporting it to be: Best liked by pupils.	Most desirable in opinion of teacher.	Too difficult.	Uninteresting to pupils.
	Grade 5—A, Cont.									
Kingston	On the banks of the Amazon	15	1	5	1	....	0	3	....	....
Wood	My back yard zoo	15	0	1	....	....	0	2	....	....
Ballard	Among moths and but'rflies	15	0	0	1	1	0	0	2	....
Eggleston	Hoosier schoolboy	15	11	1	....	....	12	2	....	....
McDonald	A double story	15	0	0	....	....	0	0	....	....
DeFoe	Robinson Crusoe	15	(4)	(3)4	....	....	1	2	....	....
Dana	Plants and their children	15	0	0	....	....	0	3	1	1
	Grade 6—B									
Huntington	Stories of rem'kable women	15	0	0	....	....	0	0	....	....
Blaisdell	Stories of the Civil War	15	0	4	....	....	2	2	....	....
Coffin	Boys of '61	15	2	4	....	....	3	4	....	....
Andrews	Each and all	15	0	1	....	....	1	0	....	....
Butterworth	Zig-zag journeys	15	2	7	....	....	2	5	....	....
McCook	Tenants of an old farm	15	0	0	1	1	0	0	....	1
Faraday	Chemical history of a candle	15	0	0	1	....	0	0	....	2
Stockton	Fanciful tales	15	0	0	....	....	2	0	....	....
Alcott	Little women	15	(0)	(1)5	....	....	9	3	....	....
	Grade 6—A									
Eggleston	Brant and Red Jacket	15	1	1	....	....	2	3	....	....
Franklin	Autobiography	15	0	0	1	....	0	1	....	....
Knox	Boy travelers	15	1	6	....	....	0	9	....	....
Wiggin	Birds' Christmas carol	15	12	2	....	....	10	0	....	....
Buckley	Fairy land of science	15	0	0	....	....	0	0	....	1
Bamford	Up and down the brooks	15	0	0	....	....	0	0	....	....
Blaikie	How to get strong	15	0	1	....	....	0	0	....	....
Di keus	Little Nell	15	1	0	....	....	3	1	....	....
Lanier	Boys' King Arthur	15	0	0	1	....	0	0	....	....
	Grade 7—B									
Kipling	Jungle book	7	1	0	....	....	0	0	....	....
Buckley	Life and her children	7	0	0	....	....	0	0	....	....
Greeley	Three yrs. in Arctic service	7	0	0	1	..	0	0	....	....
Henty	Beric the Briton	7	0	0	....	....	0	0	....	....
Stowe	Uncle Tom's cabin	7	4	2	....	....	3	2	..	....
Alden	Moral pirates	7	2	0	....	....	4	1	....	....
Abbott	Paul Jones	7	0	1	....	....	0	0	....	....
	Grade 7—A									
Dana	Two years before the mast	4	0	0	....	....	0	0	....	....
Smiles	Round the world, by a boy	4	0	1	....	....	0	0	....	....
Dodge	Hans Brinker	4	3	0	....	....	3	2	....	....
Henty	St. George for England	4	0	0	....	....	0	0	....	....
Barr	Young people of Shakespere's dramas	4	0	1	....	....	0	0	1	....
Brooks	Historic girls	4	0	0	....	....	0	0	....	....
Alcott (L. M.)	Autobiography	4	0	0	....	....	0	0	....	....
	Grade 8—B									
Porter	Scottish chiefs	4	0	0	....	1	0	0	....	....

Author.	Title.	Schools reading it.	1896–97. Schools reporting it to be: Best liked by pupils.	Most desirable in opinion of teacher.	Too difficult.	Uninteresting to pupils.	1897–98. Schools reporting it to be: Best liked by pupils.	Most desirable in opinion of teacher.	Too difficult.	Uninteresting to pupils.
	Grade 8—B, Cont.									
Hall	Adrift in the ice fields	4	0	0	....	....	0	0	....	....
Heilprin	Earth and its story	4	0	0	....	....	0	0	....	....
Parton	Captains of industry	4	0	0	....	....	0	0	....	....
Bunyan	Pilgrim's progress	4	2	0	....	....	0	0	....	....
Lowell	Jason's quest	4	0	0	....	....	1	0	....	....
Hughes	Tom Brown at Rugby	4	1	0	....	....	1	1	....	....
Knox	Boy travelers	4	0	2	....	....	0	0	....	....
Eggleston	Montezuma	4	0	0	....	....	0	0	....	....
	Grade 8—A.									
Scudder	George Washington	4	0	2	....	....	1	1	....	....
Henty	Under Drake's flag	4	2	0	....	....	0	1	....	....
Trowbridge	Three scouts	4	1	0	....	....	1	0	....	....
Ball	Starland	4	0	0	....	....	0	0	....	....
Nordhoff	Man-of-War life	4	0	0	....	....	0	0	....	....
Stockton	Personally conducted	4	0	0	....	....	0	0	....	....
Scott	Ivanhoe	4	0	0	....	....	0	0	....	....
Whitney	Faith Gartney's girlhood	4	0	0	....	....	1	0	....	....
Dodge	Land of pluck	4	—	—1	....	....	0	0	....	....
	Grade 9—B.									
Brooks	Abraham Lincoln	3	1	1	....	....	1	2	....	....
Henty	With Wolfe in Canada	3	0	0	....	....	1	0	....	....
Butterworth	Zig zag journeys in the White City	3	0	0	....	....	0	0	....	....
Shaler	Story of our continent	3	0	0	....	....	0	1	....	....
Buckley	Winners in life's race	3	0	0	....	....	0	0	....	....
Custer	Boots and saddles	3	0	0	....	....	0	0	....	....
Irving	Alhambra	3	0	0	....	....	0	0	....	....
Eliot	Silas Marner	3	0	0	....	....	0	0	....	....
Dickens	David Copperfield	3	1	0	....	....	1	0	....	....
Souvestre	Attic philosopher	3	—	—1	....	....	0	0	....	....
	Grade 9—A.									
Greene	Coal and the coal mines	3	0	0	....	....	0	0	....	....
Henty	By right of conquest	3	0	0	....	....	1	0	....	....
Merriam	Birds through an opera gl's	3	0	0	....	....	0	0	....	....
Cooper	The spy	3	0	0	....	....	0	1	....	....
Brooks	Century book for young Americans	3	0	0	....	....	0	1	....	....
Taylor	Views afoot	3	0	0	....	....	0	0	....	....
Irving	Mahomet	3	0	0	....	....	0	0	....	....
Winthrop	John Brent	3	0	0	....	....	0	0	....	....
Wallace	Ben Hur	3	1	1	....	....	0	0	....	....
Santine	Picciola	3	—	—1	....	....	0	0	....	....

(1) Not in list for 1896–97.
(2) In group for 5th grade A, in list of 1896-97.
(3) In group for 6th grade B, in list of 1896–97.
(4) In group for 4th grade A, in list of 1896–97.
(5) In group for 5th grade B, in list of 1896–97.

GEORGE GRIFFITH,
Superintendent of Schools,
Utica, N. Y., in Educational Review.

CO-OPERATION OF HOME AND SCHOOL.

A PRACTICAL CHILD STUDY SCHEME.

The following plan, which is in successful operation, explains itself:

Hillhouse High School,
New Haven, Conn.

To PARENTS:—

Beginning with this school year about 850 pupils are enrolled in Hillhouse High School. Nearly 350 of these are entire strangers to the teachers, while of the others but little is known beyond their deportment in school, their ability to recite their lessons, and a few of their more readily observed traits of character. Yet we are expected to guide these young people wisely, inspire them, help them form useful habits, and at the same time guard their health and promote a proper and reasonable enjoyment of life.

Now, with this responsibility resting upon us, the best possible understanding of the health conditions, characteristic traits and outside interests of our pupils is of such supreme importance that we are anxious to get from you all the assistance you can give.

Answers to the questions on the accompanying blank, based on a careful consideration of them, will be of great value to us and will, we trust, result in a benefit to all parties concerned.

We realize that we are putting you to a great deal of trouble in asking you to reply to these questions, but as we are seeking information that you alone can give, we hope it will be possible for you to comply promptly with our request. In answering the questions we think it desirable that parents do not confer with their children. In each case we would be pleased to have the questions answered fully and frankly. Very truly yours,

MYRON T. SCUDDER, Principal.

PARENTS' MEMORANDA.

HEALTH CONDITIONS.

Name of Pupil

Condition of health during the past year or two..... ..... Any tendency to headache?..... Is eyesight or hearing defective?..... Sleeps about how many hours? (From eight to nine hours is a desirable average.) Is time enough taken to eat a good breakfast before going to school?..... Is sufficient recreation and exercise taken each day?..... Mention any injurious effects that seem to be traceable to school influences or requirements..... On returning from school, is there any headache, nervousness, fretfulness, or low spirits?..... Does this appear more marked at the end of the week?.... ..... (If so, and it becomes more noticeable as the term progresses, we hope you will inform us of it.)

SCHOOL WORK.

Care of health and the development of a strong physique, especially with girls, is far more important than study. Considerations of health should always come first. But health, permitting of plenty of good hard study, is one of the cardinal virtues of school life. Regular study hours at home should be established, and conscientiously observed.

About how much time is spent in study at home in the morning?..... In the afternoon?..... In the evening?..... Are regular-stated study hours observed, or is the studying done spasmodically?..... ..... Are lessons taken up willingly, or is there need of urging on your part?..... ..... Do you think too much is required by the school?..... Do you think more time could be spent in study without detriment to health?..... ..... Which study, if any, is spoken of as the most difficult?..... Which as easiest?.....

OUTSIDE INTERESTS.

How much time is spent each day in work that is *not* school work?..... Kind of work?..... Mention things in which particular interest is permanently shown..... Is there any specially marked talent or ability shown?..... About how much time is spent in reading books *not* connected with school work?.....

To what extent, if any, is the public library made use of? .....

REMARKS AND SUGGESTIONS.

.....Name of Parent.

A little Boston girl, who had been attending one of the public kindergartens, fell from a ladder. Her mother caught her up from the ground in terror, exclaiming: "O, darling, how did you fall?" "Vertically," replied the child, without a second's hesitation.—*Trained Motherhood.*

Never get angry or out of patience with a pupil under any circumstances however trying. If you do, your influence is painfully, almost always permanently, weakened. You lower yourself in your own estimation and in that of all who know your lapse. On the other hand, to endure provocation and not fail, adds to a teacher's influence as nothing else can.—*Supt. Andrews, Chicago.*

The world moves, and we must move with it. The elementary education that sufficed for an Everett or a Webster will not suffice for those who are to lead the thought and action of the dawning century; and preparation for the less conspicuous walks of life must be broader and better than could be obtained by princes a hundred years ago.—*Superintendent H. H. Walradt, Winchester, Mass.*

THE EDUCATIONAL CURRENT.

Our Motto.

MAKE the schoolhouse in the country and the less fortunate urban districts the clubhouse for the community. Provide books, music, entertainments, and make it the social and intellectual center of the neighborhood. *Cultivate* the child, not cram him; and cultivate his parents along with him. Banish the mental torpor that is darkening the lives and dwarfing the souls of the millions.

The Illinois State Teachers' Association and the Traveling Library.

AT THE University of Chicago we recently listened to a lecture by the university librarian in which, among other things, she told us of the libraries of Europe with rooms containing rare manuscripts, into which but three persons are admitted at one time, and these under surveillance of two guards. She showed us stereopticon views of monks' cells and the secret panels behind which they hid their three or four books; and views of quaint old medieval libraries in which every volume was chained to its desk lest it be carried away.

In strange contrast to these Old World customs, and more in keeping with the spirit of this almost twentieth century, was the theme of discussion at the teachers' meeting in Springfield during the last days of 1898: How shall we establish innumerable libraries and set them to walking about on legs of their own all over the land? The silent but mighty and irrepressible revolution that has taken place in the whole idea and practice of education cannot fail to galvanize into life the dullest comprehension. Education, a term no longer restricted to the three Rs, but embracing all that fits man for life and happiness. Library, a word no longer signifying a few volumes hidden away in

nooks undreamed of by the multitude, but signifying the thought of all past and present time stalking boldly in at the palace portal and the door of the hovel.

We give below extracts from some of the papers read at the Springfield meeting, all giving evidence of the teacher's broader apprehension of the work before him.

Make Full Use of School Plants.

IN THE construction and equipment of their school buildings all communities should have an eye to adult education. They should not forget those who have been obliged to take up the insistent duties of bread-winning at an age when they should be receiving the discipline of the schools, but should awaken and direct such an interest in the manifold duties of community life and in culture for its own sake as shall make for the highest usefulness and happiness of all the people. It is a plain violation of economic principles to make so large an investment of buildings, books, and apparatus as is necessary for a school, and then let it lie idle a large part of the time, when it should be regarded as an instrumentality for the common welfare in the largest sense of the term—namely, the sense which includes the parents and young men and women of the community.

Why should we blame the young if the hunger for the social and exhilarating life of the town makes rural life so unattractive by comparison? We may moralize to the end of time, but so long as we ignore the plain facts of human nature the exodus will continue to move cityward. To any one familiar with village-life the need of adult schools is painfully apparent. The quantities of material running to waste in such communities is appalling. One can but lament the greed and selfishness that shriek their dissent to any scheme for the betterment of community life involving the expenditure of public funds.—*John W. Cook, Normal.*

Teach Them to Read Rather Than How to Read.

THERE has never been a systematic attempt to train children to *reading*. We teach *how* to read, but not to read. There has been more energy spent on something called the Pollard *method* than on books to read by that or any other method. And now we are spending our energy on the *ratio* method. Arithmetic is the *curse* of the country boy. You can't cheat a country boy any more than you can a newsboy. During the World's Fair a lecturer uttered what I have always called *the cry of the human:* "Can't you teachers give our children something to *think* about?" And we give them *arithmetic!*

The country is made up of large farms and small social and intellectual life. Hard work and lack of something to think about is filling our insane asylums with farmers' wives. Not twenty miles from Chicago is a district where nearly all the people are Germans. Scarcely a house has any other book than the Bible or an almanac. The teacher's report of the absolute intellectual starvation of the children brought tears to the eyes of strong men. One teacher in a rural district asked the people to come on Sunday and hear him read. They came, and he read. He read anything that came to hand. He read on and on for hours, just as long as he could stand it to read, and seventy people, all the way from seven to seventy years of age, sat and listened.

The law should not read: At the petition of fifty voters a tax *may* be levied for a town library—but a tax *shall* be levied. County superintendents should be interested in the establishment of town libraries. Country school-houses with reading-room, gymnasium, and sheds for the horses, would cure the dry rot of the brain that is breaking down the farming population.—*Orville T. Bright, Supt. Cook Co., Illinois.*

Never did Methodist minister say amen more fervently than we to this concise and forcible utterance of the gospel we have been trying to preach.

Rural Libraries. NEARLY all the great men of England have been country born and bred. Statistics prove that in the United States eighty-five per-cent of the great inventors, merchants, and statesmen of this century come from the farm and small village. A census of the colleges in and about Chicago shows that the country is furnishing eighty percent of the college students. If the statistics given are true the rural school equals, if it does not outweigh in importance, all others put together. Notwithstanding the fact that the teachers in these schools receive the lowest wages, generally working with the least sympathy and encouragement, the attendance in them, in the very nature of things, being the most irregular, yet the boy started in them may be found somewhere near the head of all professions in the cities.

To neglect the education of country boys and girls is to invite national danger. And a most important factor that can be made to contribute not only to the country school but to the content of living in the country home, is the district library. The flocking to the city of so many youths at an early age, means physical and moral weakness. Companionship is largely the motive. The companionship offered in books can and ought to be made much of in the country districts.

Within the past four years 179,748 volumes have been added to the school libraries of the state. The plan pursued in Macon county is this:

1. The County Superintendent selects from competent teachers a board, known as the Macon County Library Committee, who select books suitable for children from the third to the eighth grade.

2. Small telescope cases are furnished, each case containing a list of the books within and a space for recording the names of the pupils who read books and the titles of the books read.

3. The County Superintendent's office is the center of circulation, and the depository of the several libraries.

4. No school has the privilege of exchanging libraries until it first furnishes one.

5. Any school furnishing a five, ten, or twenty-dollar library can exchange for one of the same grade.

6. The teacher is responsible for the return of the library on or before the prescribed number of weeks.

7. School entertainments, sociables, contributions of books or money supply the library fund. The board often agrees to give as much as the pupils make.

In Champaign County eighty libraries were established in this way the first year, which number was increased to 125 during the last year.—*Supt. J. H. Freeman, Springfield.*

Library and School.

TEACHERS in small cities should send the librarian word when a large class is to study a certain subject requiring reference to books in the public library, so that she may hold the books for the use of all instead of allowing them to be drawn out by the few who come first. Teachers should be allowed to draw as many as ten books for a limited time, to use in the classroom.

Some school boards ask the library board to lend twenty-five, fifty, seventy-five, or one hundred books at a time to a school. In Rockford, Ill., the manual-training class has made twenty-three cases, each holding thirty-five to forty-five books, and these cases are to be filled from the public library and loaned to the schools. In Evanston, Ill., the library circulates books in six schools and has two special school libraries. Every library should have a special room to which teachers may bring their classes so that the whole class may have the benefit of each reference found, thus saving much time and confusion. The teacher should also instruct her pupils in the use of catalogues and magazine indexes.

The circulation of books should be supplemented by the circulation of choice, but inexpensive pictures cut from worn-out magazines, railroad guides, etc.

At Evanston and Bloomington, Ill., a Library Day has been inaugurated on which the library keeps open house and receives its friends. Special attractions are offered and the use of the library catalogues, indexes, etc., are explained.

People Are Starving Who Do Not Lack Bread.

THE Chicago Library Club, from its distributing-station at the Chicago Normal School, sends cases of twenty books to the homes of children unfamiliar with books, one case to each locality in which they are to circulate. Once a week each library is visited by a Normal student who talks to and otherwise entertains the children for an hour. These books are intended for the children but are eagerly read by the adults. Many pathetic stories are reported. One woman begged for more books because the men of the family had stayed home for the first time in months in order to read these juvenile books. One big brother, a full-grown man, used to lie in wait for his little sister and greedily snatch her book from her to read it first. One woman in the stockyards district, in whose house a case of books was placed, put them in the center of her front room, scrubbed the floor, washed the windows, put a new piece of oilcloth in front of the case, and regretted that she had no cheese-cloth to make a drape for the bookcase. These people are starving for books and do not know it until the books are brought to them.—*Katharine L. Sharp, Director of Library School, University of Illinois.*

Mrs. Timkins was taking her son to school for the first time, and after impressing the school-master with the necessity of his having a thorough, good education, she finished up by saying: "And be sure he learns Latin." "But, my dear madam," said the schoolmaster, "Latin is a dead language." "All right," said Mrs. Timkins; "he'll want it. He's going to be an undertaker."—*Pick-Me-Up.*

WORKINGS OF THE CHILD-MIND.

THE BOY AND THE STAR.

Said the sleepless boy to the star in the sky:
"Oh, dear! How I wish you were not so high.
Or that I could climb to you;
For there's none awake in the house but me,
And but for your light I surely would be
Frightened just through and through."

Said the star in the sky to the boy below:
"Why, neither of us should be scared, you know,
Though the night be long and drear;
For you in your window and I above
God watches and guards with His changeless love,
'Twas for your sake he placed me here."

—*Ethel Maude Colson, in Chicago Record.*

HEARD THEM WINK.

In a family recently increased by a very small, hungry baby is a little girl, to whom the new brother is a constant source of entertainment and wonder. The other night baby was lying alone in the cradle while the rest of the family were at dinner in an adjoining room. Suddenly the baby began to smack its wee lips together so loudly that the sounds were heard at the table. "Is the baby asleep?" asked the father. Before the mother could reply, little sister said: "I des he isn't, 'cause I heard him wink his eyes."

KNEW THEIR HABITS.

Mamma—"Johnny, see that you give Ethel the lion's share of that orange."

Johnny—"Yes, ma."

Ethel—"Mamma, he hasn't given me any."

Johnny—"Well, that's all right. Lions don't eat oranges."—*Tit-Bits.*

CHILDREN'S IMAGINATIONS.

"When I grow up," said Ethel, with a dreamy, imaginative look, "I'm going to be a schoolteacher."

"Well, I'm going to be a mamma and have six children," said Edna.

"Well, when they come to school to me I'm going to whip 'em, whip 'em, whip 'em!" (with crescendo intonation).

"You mean thing!" exclaimed Edna, as the tears came into her eyes, "what have my poor children ever done to you?"—*Eli Perkins.*

PICKING THE SEEDS.

Some little folks have queer ideas about things. One four-year-old tot was watching his mother pick a chicken the other morning. The long feathers of the fowl had been plucked and the mother was picking at the pin feathers. Little Ralph had been watching the process intently. When the pin feathers were reached he opened his eyes very wide and asked, wonderingly: "Are you picking out the seeds, mamma?" Not so very far wrong, was he?

KNEW WHAT THE FEELING WAS.

"Mamma, when you're away from home an' want to go back awfully that's bein' homesick, ain't it?"

"Yes, dear."

"What is it when a feller's sick of stayin' at home an' wants to go fishin'?"

THE CURRICULUM.

"I don't think much of kindergartens. I can teach my little boy to read at home."

"Yes; but in kindergartens they teach children to behave."

"What is the best insulator?" asked the professor of physics. "Poverty."—*New York Observer.*

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CONTENTS FOR MARCH, 1899.

EDITORIAL, - - - - - - - - - - - - 513

NERVOUSNESS AND FATIGUE IN THE SCHOOLROOM, *Mrs. S. E. Ware* 517

THE DRAWING-OUT PROCESS (POEM), - - *Elihu Bowles* 521

UNDER THE ROOF-TREE, - - - - *Mary E. Q. Brush* 522

TO AN INFANT (POEM), - - - - *Emily Hazard Spafford* 529

THE PREVENTION OF MINOR MENTAL ABNORMALITIES IN CHILDREN, - - - - *Translated by C. C. VanLiew* 530

THE STONE WHICH THE BUILDERS REJECTED, - *Mary Hyde* 544

LOST IDEALS (POEM), - - - - *Frank W. Gunsaulus* 547

LANGUAGE-TEACHING FROM THE CHILD-STUDY POINT OF VIEW, *Dr. Maximilian P. E. Grossmann* 548

THE EDUCATIONAL CURRENT, - - *Clara Kern Bayliss* 554

WORKINGS OF THE CHILD-MIND, - - - - - - - - 573

AMONG THE BOOKS, - - - - - - - - - - - 576

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A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.

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EDITORIAL.

Child-Study in the Chicago Schools.

THE Chicago Board of Education has inaugurated Child-Study work in certain of its city schools that bids fair to be in some respects the best and most thorough work along this line ever attempted. From information received we are convinced that it will prove to be epoch-making in the history of Child-Study and its direct effect on methods of instruction, as well as in its influence in the solution of the broader educational problems. The work will at first be undertaken in two of the city schools, and will, we believe, supply sufficient material to serve as norms or standards for the future and also be convincing as to the value of such work in the schools under the immediate direction of the Board of Education and its officers.

All of these pupils being investigated and measured by the same specialists insures absolutely the same standards of research, which is a great point in its favor. We understand that these studies include not only the physical measurements of all pupils, as to height, weight and lung capacity, but also erographic tracings, which will reveal the muscle-tone and strength and the conditions of fatigue in each pupil in each grade. Besides, there will be the most exact tests of the sense of hearing by means of a new form of audiometer. Notes as to the child's mental development will also be made. The excellent possibilities of such work

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are almost illimitable. While especial credit is due to Dr. W. S. Christopher of the physical-culture committee of the board, who has formulated the plan of this important work, yet it must be stated that the hearty appreciation of the value of this work by the entire board is significant. Not a single vote was recorded against the measure and one thousand dollars were cheerfully appropriated for the carrying out of its provisions. This is the first case on record where such work has been attempted, initiated and provided for at the instance of the school board itself. No school board has ever before, to our knowledge, employed Child-Study specialists to make observations upon public-school pupils and provided for the same out of its school-fund. This is noteworthy and yet it is but another evidence that the present members of the Board of Education of the city of Chicago are ever on the alert to do the utmost possible for the pupils in their care and keeping. All honor to the Chicago Board of Education!

Dr. Groszmann's Article.

OUR readers will observe that the interesting series of articles by Dr. Groszmann on "Language Teaching from the Child-Study Point of View" is concluded in this issue. These articles have been of untold value and are the best studies ever made in reference to this department of instruction. Their value is partially evidenced by the fact that they have been widely copied into other school journals from THE CHILD-STUDY MONTHLY, so that thousands of teachers have thus been benefited by them. Their practical nature is largely due to the rich experience Dr. Groszmann acquired in his very practical work in connection with the ethical-culture schools of New York City. We are certainly glad to learn that Dr. Groszmann has regained his health, and we hope he will soon be again in the educational harness, for he is so admirably gifted for both the work of school supervision and also the training of teachers.

The Prevention of Mental Abnormalities in Children.

DR. VAN LIEW'S article in this number, one of the series of his translations from the German of Trüper, is unusually replete with practical suggestions for both parents and teachers. It affords profitable reading for all concerned in the problems of healthy child-growth. Were these valuable suggestions only followed many more of our children would be rid of the vagaries, taints and abnormalities that make against rather than for mental health. This series of papers constitutes a classic on the subject of mental abnormalities in children.

Commendable Co-operation.

THE Public Library Board of Rockford, Ill., is entitled to "honorable mention" for two measures that ought to be initiated. Some time ago arrangements were made to provide cases of books suitable for home-reading which could be drawn in bulk by the teachers in the city schools, and by them loaned to their pupils, the different cases, or little libraries being exchangeable. This wise as well as generous provision for the schools is to be supplemented by an arrangement just announced whereby instructors in the Winnebago County Teachers' Institute will be allowed to draw out the necessary books for use in connection with their courses of instruction. Each of these innovations is suggestive of a way in which the public library and the public school can be brought into mutually helpful relations.

An Interesting Experiment.

THE Chicago Board of Education is entitled to the distinction of being the first in the country to officially authorize work in the line of modern physiological psychology. It is proposed to test, by means of the "ergograph" as many pupils as possible during the remainder of the current school year. In connection with the ergograph tests, the height, weight, and general school record of the children

will be recorded. The purpose of the observations is to establish, if possible, the following points: (1) What school exercises produce greatest exhaustion? (2) At what hour of the day is fatigue greatest? (3) At what ages do children fatigue most rapidly?

The fact that these investigations are under the immediate direction and oversight of Dr. Christopher, so well known to the readers of THE CHILD-STUDY MONTHLY, will add to the interest with which the results are awaited. His assistants are Prof. F. W. Smedley, of the University of Chicago, and Mr. V. C. Campbell.

THE CHILD-STUDY MONTHLY will await the records and Dr. Christopher's report upon the experiments, not only with interest but with confidence. This magazine long ago called attention to the pedagogical significance of fatigue, and the well-known fact that children tire more rapidly at some periods of growth, as well as at some hours of the day and in some conditions of the atmosphere. It protested against doing to-day's work on to-morrow's credit, as well as against the too-prevalent tendency to label boys "dull," when the explanation was physical weakness. THE CHILD-STUDY MONTHLY has had the satisfaction of knowing that hundreds, perhaps thousands of children have been given a fair chance because of its plain and simple directions for testing defective vision and hearing. There is reason to expect that the Chicago innovation will go much further—even to the development of a systematic plan for the physical examination and care of all school children.

* * *

Teaching Spanish in our public schools is a matter that may be wisely deferred until we have taught the insurgents in our dependencies to walk Spanish.—*Times-Herald.*

NERVOUSNESS AND FATIGUE IN THE SCHOOL-ROOM.

IN ONE of the leading magazines, not long ago, was an article in regard to overworking children in the public school and of the nervousness resulting from such overwork. It was said that the investigations made by the Bureau of Education in Washington last year showed that the average child of twelve years was not capable of more than thirty-five minutes of continuous study without becoming fatigued.

After eighteen years in the schoolroom, with the constant desire always with me to avoid all causes of nervousness, and with continual experiments to test this matter of fatigue, I am convinced that, when the average child of twelve is unable to give more than thirty-five minutes to continuous study, his training has been wholly at fault and only such as should be given to weaklings.

That there are many cases of nervousness in the schools to-day no one can deny, and it will certainly pay the investigators of educational bureaus to look carefully into the subject from all sides.

Ten years ago I was given a third-grade room of sixty pupils, ranging from eight to thirteen years of age. I found that these children had had excellent training in numbers, but were deficient in reading, writing and spelling. I found that, with very few exceptions, there was no nervousness manifested in any recitation in numbers, but only about 15 percent were able to read without showing signs of nervousness, and that a spelling-lesson, either written or oral, produced the same result. I found, too, that a reading-lesson held so little interest for them that they would show signs of fatigue long before the recitation would be finished.

I began a series of experiments to see how long I could

hold the children upon a subject which they enjoyed and in which they had been well trained. Numbers, of course, under the circumstances, was the only subject I could take. I began with abstract work upon the slate in the four processes of addition, multiplication, subtraction and division. Each day I gave the same sort of work, making it a little more difficult and adding a little to it, finally adding fractions and so on. I worked constantly with them, so that I might be better able to judge of their rapidity, alternating this with mental work which should keep every child on the *qui vive*.

At the first symptoms of fatigue I stopped the work. This I found, at first, to come in about ten or fifteen minutes. I continued these experiments for four months and found at the end of this time every child could work willingly and joyfully and without showing any signs of fatigue for one hour. The strain upon me was great, for I was working them to the limit of their speed, which in some cases was equal to mine; besides, I was watching each individual in a class of thirty, intently, to see that no harm should come from such continuous mental and physical work, taken at high pressure. Every child looked upon the work "as good as play," and we all throve.

I became convinced in my own mind, from this experience, that nervousness over school work comes to a child not because he his worked too hard, but because of his consciousness that he is not able mentally to meet the requirements, and that fatigue or lack of endurance comes wholly from a lack of training or from poor training.

The next year I used the same method, with the same results, and the year following I was made principal of six departments with a second-grade room to teach. I then could make observations in other rooms and continue experiments in my own.

I found at the end of the year that these second-grade children, whose ages ranged about two years younger, were just as capable of continuous work for *one hour* as those of

the older grade had been. The next year I took advanced first grade and found at the end of the year that these children, young as they were, were capable of holding themselves continuously for three-fourths of an hour in number work upon the slate. So far all these experiments had been made with rapid number work.

At the end of this year I became convinced that the earlier this drill in continuous work began the better for the child, for it acted like a tonic in every case. Believing also that this same work might be done to advantage in reading and spelling, if children could be properly trained in first grade, I decided to take the "beginners."

I divided my school of fifty into five sections, placing, as nearly as I could judge from their appearance, those of the same mental ability together, knowing that I now had a much harder task before me and that the smaller the class the more accurate I could be in my experiments and judgments.

I began my work upon a chart, because I could, by its use, watch more closely the mental and physical condition of each child than if I were using the blackboard. I found that fatigue was evident in about six minutes, the first day, and I let at all times the *first* indication of fatigue in *any* child be my signal to stop. I found I could hold every member eight or ten minutes the second day. At the end of the week, and of each succeeding week, I rearranged the classes so that those with the same ability and power of endurance should be in the same division. At the end of four months the first division, or those most capable, numbered about twelve, and these were able to concentrate their minds on the work of the chart before them for three-fourths of an hour; the second division for one half-hour, and so on to the members of the fifth division, numbering about eight, who were still unable to concentrate for more than ten minutes. There were no signs of nervousness and all were thriving.

The first division was then ready for the book and I

devoted myself for one half hour each morning to showing them how to get the thought from the printed page, using several devices for this, and also how to study a lesson so that they could be able to reproduce it upon the slate or paper, or, in other words, how to spell. At the end of six months the five classes had consolidated into three, and the first division, or class, was ready for second reader. These were now able to concentrate their minds upon reading from any first reader, or upon spelling for three-fourths of an hour, without showing any signs whatever of fatigue.

The second division was ready for this same work in about nine months and the third in about twelve months. In addition to this test I began the number work upon the slate as soon as they were able to write to 100, keeping them at rapid work for the sake of training the mind and hand to work together, adding a little each day, until at the end of six months they could work without fatigue for three-fourths of an hour. Many of these could work as rapidly as I could, and these were children only six years of age.

No cases of nervousness developed from this method of training, and two children, who were quite nervous before they began their school-life, steadily improved.

Each succeeding year I gave the same drill, modifying it to suit the needs of each particular class, and always with the same results, and for six consecutive years I have, with the A division, done two years' work of the course of study in one, and the children were allowed to "jump" an entire grade.

The report from each succeeding teacher of these children has been most gratifying—"no nervousness and great powers of endurance."

I also made experiments in other grades, with more or less success, and the cases of nervousness were almost eliminated—nearly every case that was left being due to nervous parents who wished their children to be kept with their mates regardless of ability or the consequences. *I have never seen a child nervous about his school work who felt*

sure of himself in his work. No business man grows nervous over his work so long as he feels that he is master of the situation; it is only when he feels unequal to the demand, either in the way of bills to be met or successful management. So also with the housekeeper, the public speaker—with any line of work that may be taken up. Nervousness comes only with the consciousness of inability, either real or supposed. Make the child master of the situation by giving him a good understanding of what he is doing and his nervousness will disappear.

Neither does his fatigue come from an overcrowded course of study—that fatigue belongs to the teacher—but from the lack of disciplinary work that will harden him for endurance. The mental calibre of many children has been weakened by teachers who have done the work for them, and the result is that at the age of twelve they are capable of but thirty-five minutes of consecutive work.

MRS. S. E. WARE.
Former Principal Primary Grades.
Owatonna, Minn.

THE DRAWING-OUT PROCESS.

'Twas "Pig" the teacher wrote upon
The board in script and print.
She drew a picture just above,
To give the class a hint.

She said: "Now, Johnnie, we have learned
Two words; they're 'cat' and 'dog.'
You now may tell me this new word."
Says Johnnie: "That is *hog*."

"No, no, it's but a little hog!"
She spoke in manners blunt.
"Now, Johnnie, won't you try again?"
Then Johnnie says: "It's *runt*."

ELIHU BOWLES.
Emporia, Kan.

UNDER THE ROOF-TREE.

DEAR old Mrs. Partington used to say, "There's as much difference in folks as there is in anybody!" And though children are small "folks" the difference in them is great.

Perhaps one reason that no two children are alike is because no two homes are alike—different elements compose them. And even in the same home, where there are many children, the changes in the thoughts, theories and habits of the parents produce an effect, direct or indirect, upon each individual child.

But there are certain influences surrounding home-life which should be the common privilege and protection of all children. These influences, like the air the child breathes, ought to be pure, kindly and invigorating, and never harsh or enervating. These influences are all-important, for they are the beginning. The genesis of child-life, like the Genesis of the Bible, should have its motto, "Let there be light!" For in light there are warmth, purity, health and all true growth.

The influence of home—what shall it be? I like to think of it as something sweet and warm, pure and helpful —something to mould young lives into nobility of character, something that shall add to the true treasures of the world.

The home-garden should have rich soil in which shall spring a perennial growth of honor and purity, justice and love; a place to which, as the years roll around, and the allotted three-score-and-ten come and go, and second childhood appears, the gray-haired man or woman shall say wistfully, "Take me back home!"—thus blending the sweet memory of early youth with the sweeter hope and longing for future eternal abode.

What is the first outward home-influence that touches a

child? It seems to me that it is the cradle-hymn. As you sit in the twilight, thankful that, after the tasks of the day have been performed, you have the mother's right to rest awhile by the little cot, or better still, to hold the soft, warm, sweet body of your child in your arms and to croon softly the lullaby that quiets your own tired self even as well as it quiets your baby, thoughts like holy angels may then come to the mother.

True, it is not every woman who professes to sing. Many say, laughingly, "Oh, I have no voice at all!" But show me the mother who never sang her baby to sleep!

But *what* do you sing? Does it matter, you say? How old must a child be to notice what you sing—to understand the words? I cannot tell you that, but I do believe that many very young children know and understand more and sooner than we think. It is our own Longfellow who thus alludes to King Baby:

> "He speaketh not, and yet there lies
> A conversation in his eyes,
> The golden silence of the Greek,
> The gravest wisdom of the wise,
> Not spoken in language, but in looks
> More legible than printed books,
> As if he could, but would not speak!"

Perchance more than one such speechless little sovereign will long remember the songs sung by loving subjects at his cradle-side. Far back along the aisles of the Past I remember nestling in the arms of one who is now among the saints. It was twilight of a summer evening. Lying in the warm circle of her embrace, I could see the wind-swayed branches of the tree outside the window; beyond, a streak of western sky where the faint glory of the sunset still lingered. The breath of the honeysuckle floated in at the window; there was a nest among its trailing vines; I could hear the mother-bird twittering to her nestlings, hushing them to slumber with a tenderness akin to that with which my mother was hushing me. I do not know what the bird was

singing so softly, but I remember the words of the hymn my mother was singing:

> **A charge to keep I have,**
> **A God to glorify;**
> **A never-dying soul to save,**
> **And fit it for the sky.**

There was sound theology as well as melody in that hymn. It was a good hymn for a child to hear.

So then, think of the songs you sing to your children. Of course there is little harm in merry jingles and ditties that the wee folks so enjoy, but it is all a matter of taste anyway, and you can early cultivate a good taste in your children. Do not degrade the sweet vesper hour with every catchy air that street minstrels sing. Do not, after you have had a loving bedtime chat with your little one, after he has knelt at your side and said his evening prayer, do not then rock him to sleep with the painful incongruity of that mawkish, sentimental "After the Ball is Over," or the giddy measures of "There'll be a Hot Time in the Old Town To-night, my Darling!"

We have mentioned the influence of bedtime songs. What comes next? In the natural course of events it is the getting up in the morning—the awakening from slumber. I would that as the child has gone to sleep at the sound of melody, he may also rise at the sound of melody.

The morning hour generally strikes the keynote of the entire day. Shall the opening doors of the day "grate with harsh thunder on their hinges," or swing easily, gently? Shall there be harmony or discord?

Undoubtedly, it is hard for a woman who has to be wife, mother, nurse and cook, to be the sunshine-maker, too. Skies may be lowering, rain dripping drearily from the eaves, the gay and festive washtub may stand awaiting with its heap of soiled garments to be rubbed; perhaps the stove smokes, the wood is green and splutters impatiently as you feel like doing, the tea-kettle is slow in boiling, or it boils over just as your two hands are busy lifting something else,

the cakes burn, you step on the cat's tail just at a critical moment and she flies under the stove with a yowl of exasperation, the clock strikes the breakfast hour, your husband looks at it suggestively and then, from the upper regions, a voice calls out in shrill, peevish tones, "Mamma! tum up quick and dwess me!"

Somebody has written the words, "These are the times that try men's souls." Alas! if he had only written "These are the times that try women's souls!"

But, dear mothers, one and all, the patience and sweetness that comes in just here will make the whole day beautiful.

When you have opportunity, tell your child of the gift ready for him—*the new day.* The dark night has passed; the birds are singing outside; the flowers are fresh with dew. If it is winter, show him what the frost fairies have drawn on the window-panes; point out the wondrous snow-crystals gleaming in the sunlight. Let him see how cold it is outside and how warm and comfortable his home is within —a cozy nest for him. It is so much wiser to draw a child's attention away from disagreeable things than it is to *drive* it!

I think that the teachers at school would have a much easier task if the pupils who come to them in the morning were all to come from cheery, happy homes. *Many a child is cross and unmanageable during the first school hours just because he has come from a stormy home atmosphere.*

Another important home influence should be books. The other day, while on a visit, I went into a home where there are three children. The mother showed me triumphantly into her parlor. "I do want you to see my new carpet!" she exclaimed. "We've been long saving up for it. It's body brussels, you see—forty-two yards. The sofa and chairs are new, too. We got them at a bargain, though. Don't you think they are pretty?"

She paused breathlessly, to loop back the long, bridal-like veil of the lace curtains at the window. I looked around the room. The new carpet glared at

me with its dropsical roses and tulips framed in geometrical squares. The new chairs stood in a row like gigantic tarantulas dressed in silk rep, ready to leap at me. There was not a picture on the walls—nothing except the crayon portrait of somebody's grandfather. It was a faded one. No doubt, since the advent of the new carpet, the grandfather had grown pale from looking down at the roses and tulips and tarantulas.

But, mind you, not a *book* was to be seen in the entire apartment! I timidly suggested that some shelves in the corner would be nice for books. Madame Housekeeper remarked carelessly, "*Books*, yes, but we can't afford them. It is as much as we can do to buy the children's schoolbooks and them trustees do change the readers so often!"

Now, from many a home like this, children are sent and the expectation is that the teacher must, in a few hours daily, make good scholars of them and be sure to have them "pass!"

I think it is Oliver Wendell Holmes who, in speaking of his early childhood, says the "home library was like a pasture in which he was turned out to browse."

Teach a child to have books for his companions, to save his pocket-money for books, to respect books, to love them. The home influence should be a book influence—the thoughts of the great and good of earth will mold your child's character.

I was thinking the other day of how many of the Ten Commandments are prefaced by the words, "*Thou shalt not.*" I wish sometimes that there was another commandment and that it was this: "Thou shalt not gossip before thy children." Indeed, not to gossip at all were wise, but certainly "thou shalt not gossip before thy children." How many little ones are thus offended; how many young lives are tainted by the uncharitable speech of their elders! Often the influence of a painstaking teacher is undermined by the careless comment or criticism of the mother; often the

power of the minister's sermon is brought to naught by some slighting witticism of the father.

Suppose the child comes in from school. There are callers in the parlor; they are chattering like magpies about this person and that person. After they leave, the mother talks about them with the father at the tea-table and the child, who has seen her pleasant and gracious with her guests, has its first lesson in duplicity and hypocrisy. And in many a home-parlor a child gleans the idea of the all-importance of dress and fashion. We cannot help recalling the prayer of a little girl who, after a visitation of fashionable guests, knelt by her little cot at night and, after saying her customary "Now I lay me down to sleep," added fervently, "And, Lord, do let us all be stylish! Amen."

I do believe that the solemn warning, that for every idle word we speak we shall give an account, has an added significance when that word is spoken in the presence of a little child. There are necessarily, limitations to our protecting our children while on the streets. Sometimes they hear foolish talk—often, alas! they may chance to hear foul talk. Against this influence we must turn the pure tide of our conversation of "good report" at our own fireside.

I have not time in this brief paper to mention all the home influences that should surround the child. There is one grace, however, that should be fostered at the fireside; it is the grace of hospitality. Let the child learn that the charm of true entertaining is the *welcome* extended to the visitor—let heartiness and sincerity be at the root. When you entertain guests do not let the child see that for days, perhaps for weeks beforehand, you are making yourself fretful and nervous because *company* is coming. Let him see that you are ready to give your guests your best—but remember, that in your best is included your *best self*—calm self-possession, true gentleness, unruffled serenity, hearty cordiality. Soon there comes a time when the child himself becomes the entertainer; when, as a little host, *his* hospitality is extended to his young friends.

This thought brings us to the subject of *children's parties.* As you are all aware it is the custom nowadays, when a child gives a birthday party, for his guests to bring him gifts. It is a question with me whether this is advisable.

Why do you let your children have parties? That your child's birthday may be celebrated by unwonted jollity—that he and all his little mates may have a good time on that day. Perhaps you give a sigh of relief when it is all over and you wearily brush up cake-crumbs, battered sandwiches, smashed grapes and rags and tatters of Japanese napkins. You want to hurry and do this, get things to rights and have a little sleep, for you have a vague suspicion that possibly about midnight, or it may be, in the wee sma' hours you will hear a rustling in your child's cot, and on lighting the lamp, you will find a little figure sitting bolt upright with a sea-sick look on his face and his small hands placed suggestively on that region of his body in which the ancients supposed the soul to be located, while he murmurs plaintively: "Oh mamma! I have such a pain right here!"

We will mercifully draw the curtain just here. We have all had such experiences—the mother of the boy or girl who gives the birthday party and the mothers of the boys and girls who attend them.

These are some of the unpleasant features of such entertaining. But there is another somewhat worse than the cake crumbs, the topsy-turvy house and the topsy-turvy stomachs.

As I said, every guest is supposed to bring a gift. This is expected. It is done at other parties; your child expects it at his. He counts up beforehand his list of presents. So many guests, so many gifts, A little girl said to me not long ago: "When I have my party this year, I shan't invite Mamie Knickerbocker!"

"Why not, pray?" I asked. "Mamie Knickerbocker seems such a nice little girl."

"Oh, she's nice enough"—with a toss of her head—"but

at my birthday party last year she brought me only a five-cent handkerchief!"

Do you see the harmful influence? You wish your child to practice the sweet grace of hospitality; instead, he learns to become calculating and avaricious. Is there not some better way? Let the child give *himself* on his birthday. Let him welcome his guests heartily and turn his attention toward making them happy in the home which has been opened in honor of his natal day. Do not let him watch with greedy eyes, wondering what the humpy paper parcels in the hands of his coming guests contain—whether they are five-cent handkerchiefs or fifty-cent toys! If there is giving to be done, let your child, as host, give, if need be. Limit the supply of bon-bons and prospective nightmares in rich cakes, buy a few flowers instead, or pretty cards, and let your little lad or lassie stand at the door in bidding adieu to his guests and give these tokens of his friendship. There is something so much more fine and choice and well-bred in these things. Thus you may see that the influence of a truly refined home is not—can not—be limited to one's household alone. Like the blessed sunshine it can send its gracious beams through many windows and into many hearts.

MARY E. Q. BRUSH,
(Of the Child-Study Society of Herkimer, N. Y.)

TO AN INFANT.

Low lying on the grass, by Spring's breath fanned
To watch the clouds melt in the tender blue,—
To feel the verdant coolness fresh with dew
Of dainty ferns and moss beneath the hand,—
To hear the rapture of the feathered band
Warbling the song of love forever new,—
No one of these delights, I whisper you,
Beloved child, fresh from an unknown land,
Can fill my soul like gazing in thy eyes
When I can see the dawn of light divine;
Or watching, where 'neath ivory cheek there lies
The mounting tide of life akin to mine;
Or breathing from my heart the love which tries
To kindle, with its wondrous fullness, thine.

—EMILY HAZARD SPAFFORD.

THE PREVENTION OF MINOR MENTAL ABNORMALITIES IN CHILDREN.

NOW when one considers how miserably the dwelling relations of the poorer inhabitants, especially of the large cities, are arranged; how a single apartment must often serve at once as kitchen and dwelling and sleeping-room, for parents, children, and even for male and female occupants not members of the family; how children from infancy must live, outside of the school hours, day and night, in vitiated air, in filth without and within doors, with the scantiest nourishment, etc., can we wonder at it if this part of the population shows so many that are abnormal, weakened or degenerate in body and soul? In addition it is still to be considered that the moral atmosphere which such a poor child must breathe day after day, is likewise the most vicious conceivable. What does not take place in such dwellings! The mental nourishment, however, which it gets here, is flavored with the discontent and irritability of social democracy, and yet the literature of the social democratic writings is by no means the worst which the childish fancy absorbs.

To what extent are such conditions of need, to be found no less in the country, although different and much more easily remediable, relieved by our palatial schools? There thousands of children may be instructed and trained, indeed, but are no further influenced or educated in their personal life by hearts of warmth and love, especially as they are accustomed to change their teachers annually, and since for the principal the individual children, as well as often the hundred or more teachers can only exist as numbers on the list. Of what use, in opposition to all this mass of wretchedness, are all our big and little, vain and self-satisfied, as well as self-sacrificing and disinterested, benevolent endeavors, as long as those that have

been called to be law-givers, to be the spiritual as well as temporal leaders and rulers of the people, have no "more heart for the people," and for their physical, mental, and moral needs? Were there a will, it would be possible to find a way.

When it comes to the voluntary care of the thousands of wretched, unfortunate, feeble-minded, epileptic, and others mentally and physically crippled, the product chiefly of that social misery, one finds mountains of self-love built up in such large institutions as that at Bielefeld and Alsterdorfer (near Hamburg). But a far greater benefit would be conferred upon our people by those in whose power it lies if they would make an earnest effort to introduce regulations for the prevention of such degeneracy. In these cases the causes are chiefly physical and mental, as well as ethical, privations of all kinds on the part of both parents and children, together with moral degeneracy and all of its accompanying phenomena.

But for rich and poor the Pestalozzian solution, in "Leonard and Gertrude," alone can help: "The living-room of the home (the family) must become a reformatory institution!"

By no means enough has been accomplished, however, with the removal of the physical and mental overtaxation and of both indulgence and privation on the part of parents and children. It is no less desirable to heighten the powers of resistance, both of individuals and of entire generations against the causes of neuropathic and psychopathic disposition. It is needful to exercise both bodily and mental self-command and power of self-denial, to harden body and soul from the earliest years against all oversensitiveness.

Everything which is generally debilitating to the body, and hence injures the entire constitution, also reduces the power of resistance of the nervous system, and thus furthers psychopathic affections.

But psychopathic abnormality not infrequently also in-

cludes some ethical anomaly; at all events it stands in causal connection with individual and social morality. The two condition each other. Hence the moralization of society also implies the prevention of nervous and mental weaknesses and sufferings.

In view of our nervous and psychopathically tainted children, the family life should, above all, be rendered more ethical. He who would found a family, should also, for the sake of himself and of his posterity, undertake the duty of leading a quiet and comfortable family life.

Thus, the head of the family should take care that, in professional life and in recreation, he does not consume his entire energies, much less succumb to moral ruin. Certainly the words of the alienist Maudsley (39), respecting the merchants of his country, need some attention, and they are without question characteristic of a certain part of our German mercantile life:

"It cannot be disputed that the pursuit in which a man is engaged habitually, which is ever in his thoughts, and to success in which he bends all his energies, does modify his character, and that the reaction upon character of a life spent solely in the business of getting rich is hurtful. It is not only that the fluctuations of fortune sometimes disturb or overthrow the balance of a mind that is engaged in large speculations, or that failure in some great crisis, frustrating the hopes and the work of a life, prostrates the individual's energies and drives him melancholic, but it is that the narrow selfishness of his life-aim, sapping with steady certainty the feelings and responsibilities of a larger human brotherhood than mere family clannishness, weakens and withers the altruistic elements of his nature, and so in his person deteriorates the nature of humanity. There is no more efficient cause of mental degeneracy, perhaps, than the mean and vulgar life of a tradesman whose soul is set entirely upon petty gains; who, under the sanction of the customs of his trade, practices systematic fraud and theft; and who thinks to outweigh the iniquities of the week by the sancti-

monious observance of the Sabbath. Such an one is not likely to beget children of sound moral constitution; and for him to hope to found a family which shall last is little better than to hope to build on quicksand a house which shall stand. The deterioration of nature which he has acquired will, unless a healthier female influence chance to countervail it, be transmitted as an evil heritage to his children, and show itself in some form of moral or intellectual deficiency; perhaps in extreme duplicity and vice, perhaps in outbreaks of positive insanity."

The head of the family should feel that he is not alone father of the children, but also the priest of his household who knows how to consecrate his fellowship on festive evenings and days. But still less should the housewife content herself with consummating the formalities of society outside. If she does not understand how to guard the sacred fire, as a vestal, on her own hearth, it will certainly die out, and the restless hunt of both parents and children after the fortunes of pleasure in the midst of the nerve-stimulating din of modern society, will begin, distress periodically vying with the transports of pleasure, until the former carries off the victory in the form of nervous prostration. It is just these so-called recreations that most irritate and derange the nervous system. It is, therefore, quite a natural phenomenon that one meets nervous and psychopathic disposition, affection and degeneration far more rarely in religiously inclined and morally strict circles than where one passes the church by and drives the hunt after recreation.

In general the care of the heart and character also should be exercised by the side of, if not before, the training of body and mind. For the emotional life exerts as strong an influence upon the entire organic life, and hence, also, upon the bodily movements and the internal processes of assimilation, as upon the ideational and volitional life.

"A disturbance of the emotional life has its effect in the animal as well as in the organic and intellectual life. It is

engraved in the features of the face and expressed in the entire habit of the body; it may induce organic diseases or aggravate those already present, in that according to its duration, it conditions a transitory or permanent derangement; finally, it may temporarily darken the understanding or even destroy it permanently. Objects and events which, in accordance with their true nature, should arouse displeasure, arouse pleasure instead, and vice versa, scenes of disorder, excesses, deeds of violence are welcome and agreeable to the perverse feeling, while order and temperance are irritating and repugnant. Indeed, before cultivation and experience have prepared definite paths for the association of ideas and organized groups of ideas, every emotion struggles directly for an outward expression, either through the organs of the vegetative or through those of the motor life. In the case of children and savages, as is known, simple emotions arise very easily and as easily give some external evidence of their presence through reaction. Only when a firm character has developed is the power present capable of restricting the energy of the emotions within the bonds of the intellectual life; yet it sometimes happens, even to the firmest character, that an emotion, too powerfully or too suddenly developed, transcends this control." (40.)

We cannot here further discuss, within the limits of this work, how the culture of heart and character is to be practiced healthfully, without effeminate sentimentality, emotional weakness, or heightened emotions, and in conjunction with the work of instruction. In the above-mentioned places I have repeatedly touched this question and have devoted suitable space to it also in my "Tagebuch für Unterricht und Erziehung." In attractive form, Dr. E. Barth, director of the "Erziehungschule," in Leipzig, gives parents and teachers practical hints. (41). Also Dr Fritz Schultze, professor of philosophy and pedagogy in the polytechnic high school at Dresden, quite in line with our thought above, has shed light upon the entire subject of instruction and education and in a popular form. (42).

Both writings, therefore, are earnestly recommended to readers.

In the matter indicated, therefore, parents must first care for themselves, if they would be fitted to transmit to their children the most valuable possessions of life, health of body and soul. Only in the pure, genial atmosphere of family life also is the strengthening and hardening of nerves, mind and character of children possible.

In order further to heighten the power of resistance of children against influences harmful to nerves and mind, is to be recommended first a *simple, natural manner of life* as regards nutrition, dwelling and clothing, including early habituation to air and light, and a systematic, but yet not excessive and overstimulating, *inuring against sensitiveness to influences of temperature, regular physical exercises;* and, indeed, not merely walking, which strengthens chiefly the muscles of the legs, but also plays and physical work, in the open air, or, at least, in dustless rooms; *cultivation of self-activity* in all physical as well as intellectual undertakings, and indeed from earliest youth; likewise *habituation to quiet obedience—only once* should anything be commanded; above all *cultivation of love* and *piety, respect for authority, love of truth, conscientiousness, trustworthiness,* and *fidelity to duty, strength of will, self-esteem, and self-confidence,* but also *true devoutness* and *trust in God.*

We must content ourselves with but a few hints, else were much to be said touching each single point, as, indeed, much has already been said and written, although seldom with the idea that they are means of shielding children from nervousness and pyschopathic injury. Yet I cannot forbear quoting here an equally beautiful and profound passage from our great pedagogical investigator, Herbart, upon *Authority and Love,* (42) and of adding some observations:

"Before authority the mind bows and is checked in its own individual movement; authority then may serve admirably to smother a growing will that would be perverse.

It is most indispensable in the liveliest (nervous) natures; for these try the bad with the good and pursue the latter when they do not lose themselves in the bad. Authority can only be acquired through superiority of mind, which manifestly cannot be reduced to rules; it must exist of itself, entirely independent of all education. Consistent and sweeping action must obviously proceed upon its own straight way, heedful of circumstances, but regardless of the favor or disfavor of a weaker will.

"Love rests upon the harmony of the feelings and upon habit. He will surely not gain it who holds himself aloof, speaks much in a loud tone, and moves with petty precision of carriage. But he also will not gain it who makes himself common, where he should be pleasing, but at the same time superior; who strains after his own gratification while he is taking part in the pleasures of children.

"But the love of the boy is transitory and fleeting if it is not supported by sufficient habituation. Greater length of time, tender solicitude, communion alone with the individual—these give the relation strength. It is hardly necessary to tell how materially love, once won, facilitates government; but it is of so great importance to education proper—in that it imparts to the pupil the mental trend of the educator—that all are subject to the greatest blame who make use of it so willingly and so ruinously in self-complacent trials of power over children.

"Authority is most natural in the father, for in him is most evident that mental superiority to which it is granted, with few words of approval or disapproval, to make happy or downcast.

"Love is most natural in the mother; in her who, under sacrifices of every kind, learns to know the needs of the child which no one else discovers; who prepares and develops a language between herself and child much earlier than anyone else finds means of communication with the little one; who, favored by the tenderness of the sex,

knows how so easily to strike the tone of accord with the feelings of her child, and whose delicate power will never be misused, nor yet fail in its effect." Thus thought Herbart.

But what authority and love united in one person, are able to effect in the guidance of others, we read of the centurion in Matt. viii, 9: "I say to this man, Go, and he goeth; and to another, Come, and he cometh; and to my servant, Do this, and he doeth it." Authority and love thus united constitute the "faith," admired and demanded by Christ, which often "transports mountains," and hence also understands how to banish and to keep away the "evil spirits" that disturb a child. But how is it when one or both fail?—if the father is only an authority before his nervous children, which makes them tremulous, shy, and diffident? Or if the mother melts in "love" and possesses no authority? If one conceives of a tyranny which compels blind obedience without any trustful attachment, as authority, and designates as love the effervescence of nervous affections, the superficial caressing and kissing and stroking and flattering, as well as the yielding to the capricious will of a psychopathically defective child—in other words the morbid weakness of the will of the mother? At least we should not wonder, then, if the psychopathic disposition is soon increased so as to become a permanent burden, or even to result in degeneration, instead of there being an increase in the power of resistance.

And how will it be when the natural authority and love of the parents, or of their representatives, are no longer effective or are buried in the grave with their bearers, and when the individual man or community of men has lost all belief in an absolute authority and an absolute love; when moral and religious foundations tremble and shake; and when no longer wells up from the heart, "Our Father who art in heaven, hallowed be Thy name, Thy kingdom come, Thy will be done?" Shall we marvel, then, if the individual

wills of mankind and of human societies fret one another in a struggle for existence according to the maxim: "Might before right," and do not escape the nervous unrest?

An effective prophylaxis against nervousness and psychopathic debilitation cannot secure a foothold without the coöperation of moral and religious forces.

The Herbartian pedagogy sets up as the highest aim for education and instruction, the building of the moral-religious character. An unconditioned adherence to this aim is also the most clearly indicated path to a solution of our problem.

Now it would be easy to show how trust in God and true piety, respect for the authority of and love for parents and teachers, fidelity, and truth even in the smallest affairs, self-reliance and strength of will and many other moral traits not only prevent many a mental commotion and injury, but also further the development of the body's powers for work and resistance. But the reader will be able to recall numberless well-known examples of the effect of moral powers in education, both from history and from daily life. Therefore, I will only enter further with a few suggestions into the opposite side of the question, into the perverse education and "spoiling" to which pathological child-natures again are far more exposed than are the healthy.

How irrationally many parents act towards just these children is often incredible. A nervous, anæmic child is made to harden itself by being sent into the cold winter air without underclothing and overgarment, while a plethoric youth with rosy cheeks, who ought never to know an overcoat, must wear woolen shirts and be enveloped out of doors in a fur coat.

A child, whose neuropathic disposition is even early manifest in the supersensibility of the nerves of taste and digestion, is overfed with sweetmeats and dainties, so that the nervousness is still further increased. To-day they eat a great deal because it tastes good, and to-morrow they have

a bad stomach and eat insufficiently because there is nothing to their taste. One often hears: "Our child does not drink milk; it does not wish it and cannot endure it; it must have chocolate, cocoa, coffee, and beer, or also wine with water."

"Wait, there is some cream swimming on your milk, I will take it off for you; *I* cannot bear it either." I have often heard mothers and fathers say—once, in fact, to a child hardly able to distinguish between milk and cream: "No, my child cannot eat that," or "Does this taste good to you? If it doesn't I'll give you something else," says the overstimulated taste of many a mother, who in this way is also training a supersensitiveness in her child. And it is often carried so far that morbidly predisposed children cry at the sight of every dish, declaring: "No, I don't want it, I cannot eat it," even though afterward and with much begging and persuading on the part of relatives it permits itself to relish the dish exceedingly.

As here, so in everything, it becomes dainty and finicky. In the end it doesn't know what it wants, or rather it always gets the feeling that that which it should want it cannot desire, and proceeds to make for the contrary.

A healthy education knows how to avoid such situations; the more excited and unquiet a child is, the more composedly and quietly must education hold fast, in all these things, to the proverb of the Low-German peasants (not yet nervous): "Old people must understand the bounds for calves and children," and, "*Sic volo, sic jubeo!*" In this way the child will be spared much unrest, discontentment, injury of the stomach, in fact, also many a bitter punishment.

At this opportunity, I desire to warn again and urgently against coffee and alcohol. With Professor Nothnagel of Vienna we must designate it as an evil of our time that little children of from two to three years are supplied with wine or beer at the table. Neuropathically and psychopathically disposed children should be guarded against alcoholic, cof-

fee and similar indulgences, especially during their entire childhood. Roemer, (43) too, cannot forbear calling attention to the great dangers that attend the offering of spirituous drinks, often of the heavy kinds, to weak children, a practice that is recommended by many of the non-medical laity as well as by many physicians. Without doubt, alchohol is, indeed, at the climax of many diseases, and in the stage of convalescence, an invaluable aid in cure, but its continuous use, especially when given as a prophylactic or because of weakness, must necessarily be a severe drain on the nervous system (44). I know a child that was brought up on Tokay wine, at the advice of the physicians. Later it suffered severely from epilepsy and will probably be ruined both mentally and morally.

Still more, if possible, than in the case of nutrition are our children perverted with respect to self-activity. Here the saying holds good, "He who has not, from him shall be taken even that he has." For example, neuro and psychopathically disposed children often show muscular weakness and motor anomalies. Now, instead of strengthening the little, through practice, one hears, "Wait, you can't do that, I will do it for you!" or, "I can not endure it to see the poor child tormenting itself with dressing and undressing, so I prefer to help him." A twelve-year-old boy of normal size of body was told at least to help take hold of his boots in drawing them on. "I am not used to that," he declared. Such children learn to eat and drink without help only very late; they are often fed until into the school age and afterwards one wonders at their awkwardness at the table. They do not need to dress and undress; it is done for them. They do not go walking, but are taken riding. They do not go out alone with sled or wagon, but they are taken out in them. They do not occupy themselves, but are occupied. They do not turn in the gymnasium, they are turned, and so on. The only acts which the "compassionate" (*i. e.*, emotionally weak) heart cannot deprive them of are walking, standing and sitting.

The muscles of the legs are, therefore, as a rule, but slightly weakened in such individuals, while I have known several children, of twelve years and older, whose arms and hands were no stronger nor more skillful than those of healthy three-year-olds, and largely because of inactivity.

The same thing is repeated, then, in the intellectual sphere. The child does not play; one plays with it or has it played with. It does not look for what it has lost; someone else looks for it. It does not learn to observe for itself, but things are shown it. It does not perform its house tasks alone and from its own initiative; they are done for it or it is directed to do them. In the strict sense the child learns nothing either at home or in school; everything is learned for it. In short, children are stuffed like geese.

But that which is totally wrecked withal, is self-reliance. One hears from such children at every third step: "O dear, I can't do that." And hence, in their education nothing is so needful as to prevent this thought arising, *i. e.*, as to require no more of them than they are able to perform and to implant the feeling that no mere prank can fell an oak.

Likewise, indolence, inertness and laziness easily become associated with this weakness. They are, in a certain sense, trained in the manner just described above. From sheer indolence they then learn further to guard their alleged inability and indisposition, and thus accustom themselves to falsehood. If, now, in addition to this, they see how in modern society the adult escapes every embarrassment and every inconvenience through untruths, the children learn to *lie*, and then one is wholly at a loss to account for the source of the habit. We forget that just here Lessing's words are true of adults; "I can cast my moral worth from me, to resume it again at any moment," but that the child is not capable of doing it.

Jean Paul is, indeed, of the opinion: "In the first five years our children speak no word of truth or of falsehood, but they only talk. Their talk is a thinking aloud; but

since the one-half of the thought is often a *yes*, the other a *no*, and both slip from them, they only appear to lie in that they talk with themselves. Further, they like to play with their newly acquired art of speech; so they often talk nonsense in order merely to listen to their own linguistic cunning."

And Schleiermacher says in his doctrine of education: "If one does not wish to be unjust to children, he must learn to distinguish very definitely that they proceed purely from the point of view of their desire to attain a certain purpose, but that they by no means estimate a falsehood, as we must do; they view speech merely as a store of means for achieving their purpose. But that to which one must adhere is, that they shall speak the truth, when one asks as to what has happened."

A successful lie, however, but too easily becomes the mother of lies. Hence, one must be on guard from the start and seek to keep the atmosphere of the family pure also from these germs of contagion, by regarding every lie as a desecration of the family altar, "an ugly blemish upon a human being, which is only common among uncultured people," as J. Sirach has already expressed it.

Of course, perverse education and "spoiling" take place in spite of the best intentions. The weaker a child is, the more it is "loved." But such love from relatives is often blind or at least short-sighted. It cannot endure that the deplorable child should be subject, even for a moment, to a feeling of pain or displeasure; but it does not see that this regimen of *laissez-faire, laissez passer*, falls into the balance that determines the entire future mental development, and must be paid back in the course of life with a thousand far more injurious feelings of pain.

In addition to this, in the case of nervousness and psychopathic abnormality, the egoistic disposition is not infrequently morbidly heightened and altruistic feelings often either are entirely wanting or only develop very late. This is especially the case if mental weakness is present. Such

children hardly speak a sentence that does not contain the word, "I." Then if the parents of such a child possess a loving weakness of will, a four-year-old child will often bring things to such a pass as to rule the entire family. In a surprising manner they understand how to utilize every circumstance in order to carry out their own will. They notice, for example, that the parents avoid contending with them in the presence of visitors, and hence every visit is welcome to them for the gratification of their inclinations and wishes. They know or feel exactly what they can accomplish by shirking, and again what by caressing the mother, and so they train themselves diligently in both to a habitual virtuosity that finally would hug and kiss the whole world; and not infrequently these morbidly heightened emotions—falsely called tenderness and attachment—bear in time dangerous fruits.

But, however strongly I might warn that all principles—such as are so often praised, that one can not begin too early and consistently with the hardening of the child, cannot accustom it early enough to habitual obedience, etc.—be rigidly enforced, I would still urgently recommend all solicitous and agitated mothers the preservation of mental calm and patience in all care and education, and, as soon as the child is intelligent enough, a careful cherishing of true love and authority, that will permit no other thought to arise in the child than such as these: "What father and mother wish is unquestionably good;" "Not mine, but your will;" "What father and mother say will I do gladly and at once;" "Only once should I be told," etc.

Such love heals many an injury in body and soul.

(Translated by C. C. VAN LIEW.)

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Mildred accidentally stepped on Katharine's foot, whereupon the latter indignantly exclaimed: "I ain't just to be stepped on."

THE STONE WHICH THE BUILDERS REJECTED.

BY MARY HYDE.

KARL was born, a wee delicate baby, into a home where he was not welcome. The other children of the family were much older than he, in fact, quite grown up. The grandmother was an upright, truthful woman, but lacking in love and imagination. She really hoped the little fellow would die. But, though so frail and delicate in appearance, he seemed to have great tenacity of life. When he was about two years old his mother, who had been an invalid for several years before his birth, faded away and left him. Although he had lived he had not progressed much beyond mere existence.

He was small and thin in body and did not try to lisp papa, mamma, or any baby words. A vague fear that he might be deaf had troubled his mother, but she did not speak to anyone about it. Another year went by, but his little soul seemed not to have come to him yet.

Now, the father, grandmother, and aunt awakened to the fact that the baby boy was very long in responding to speech. They took him to a physician, who said: "He is deaf." Now, they all began to pity Karl very much. Every one tried to be kind to him and attended to his physical wants, but no one thought to teach him anything. The child's soul that comes only by the use of the faculties was kept away because everything was done *for* him.

When his toys were thrown in baby glee they were returned with a frown and shake of the grown-up head, intimating: "That is bad." At length the little fellow comprehended that when he kept the toy carefully and merely gave it a glance now and then the people about approved, and if he exercised his little arms in feeble efforts of strength and joy in being alive, sad, dark shadows covered their faces. He ceased to throw them away, submitted to

having his clothes removed and his body washed and laid in his bed helpless as though it were his coffin. The little fellow was born with a strong desire for approval.

And now the desire to do something, which had been paralyzed but not killed, touched by the electric spark of demonstrative love, revived and grew stronger and stronger. He longed to do something that would make papa smile and pat him on the head, but the little unskilled hands could do nothing but mischief that brought frowns instead of smiles, and even blows were sometimes given. At last he was sent to a large school. And there the teachers taught him "Good" and "Bad." But to be good was to sit still and not make a noise and trouble anyone, and to be bad was, in short, to do anything natural to childhood. When he did not cry for auntie to come for him and had opened his mouth in imitation of the teacher in a short drill on sounds and words he was told he had been very good, and the teacher gave him a hug. When auntie came she was told that he had been a good boy, her face beamed, and she, too, gave him a hug. The pupils tried in their childish way to be kind to him, but he was too timid to enter into their sports and finally they left him alone. He had no friend among them. Things went on thus until after he was fourteen years of age, when he came into the class of a teacher who was more interested in her pupils individually. She prevailed upon his home people to send him to a small home school, where he could have individual instruction. After a trial at this school it was decided by the principal that they could not keep him, but through the principal's influence a private teacher was employed and came into his home. Though Karl was at the school but a short time, he became interested in the devices used by the teachers to secure attention and the little useful employments of the hands and brain that were required of each pupil, and in the time of waiting the coming of his teacher he *played* school by himself. She took advantage of this and soon taught him some little questions. Turning pupil

herself and answering these questions for him. She took walks with him, played with him, encouraged and persuaded him to run, jump, and use his limbs freely. This was a hard task at first, for always he had been told he must not do those things, for he would fall and hurt himself. But after awhile he felt the joy of activity, and play-time was looked forward to with great pleasure. Now a new interest was added. Some tools were procured and a little carpenter work begun. And, oh, how Karl enjoyed making something! Saw, hammer, nails, and wood were soon learned, and the sentences, "I want to saw, I want to make a box," and other similar ones soon followed. Oh, what joy in talking about what he could do, to whom he would give these things, and actually making them and giving them to his friends. And when the glad Christmas-time came he had a rough present for each member of the family, and was allowed to help place the Christmas tree in its standard. Then, after months of happy work, came the day upon which we celebrate our nation's birth. Karl had learned a very short poem about the stars and stripes, and unfurled the large flag to the breeze and held the roman candles while the beautiful sparks went up to heaven. It was almost too much for him, and he cried for very joy. By-and-by a carpenter was found willing to teach him accuracy in his favorite occupation, and he was led to see that books tell us how to do many things and give us food for thought.

With much loving encouragement he had mastered the difficult task of counting and rudiments of calculation. He had grown stronger in every way. He had lost his morbid fears, and the eccentric habits which at one time seemed so hard to break away from were forgotten. He studied on with his faithful teacher, meanwhile working at his favorite trade, learning much of the value of woods, their growth and cultivation.

Finally, he passed a satisfactory examination and entered college, engaging in athletic sports and intellectual pursuits with almost equal vigor. In six years he completed the

course and leaves the college at the age of thirty master of himself in the true sense—able to carry on a useful trade, able to fulfill his social obligations with dignity and grace. Thus the stone which the world's builders were almost ready to cast aside as worthless has been ground and polished and found fit for its place in the great world of God's temple.

That Neoga furnishes her quota of bright pupils will be found in the following recitation that was held in the first primary:

The lesson was on "the hen;" the children had discovered the absence of teeth, so teacher and pupils decided to "play" feed her. Corn, meal, crumbs, sand, oats, glass, pins were suggested by pupils, and someone added a pan of water. Thinking the hen had plenty, the teacher says: "Now, what do you think this food and rocks, with the water, will do?" "A——, what do you think?" "I think she'll have the stomach ache," he replied. "What do you think, N——?" "I think," he replied, "she'll swell up and bust."

The recitation closed rather abruptly. E. H.

Neoga, Ill.

LOST IDEALS.

Somewhere within the treasure-house of God,
Where precious gems, with primal glory shine,
Walk to and fro, as o'er the earth they trod,
Our lost ideals, radiant, divine.

I see them toying there with pearls and tears
Once lost within the vacant world of time,
I see them bending low amidst the years
To hear increase of music in earth's chime.

I know not—are they brighter, dearer there
Than when we loved them first in happy days,
When morning ran to evening with our care,
And o'er the earth breathed springtime's roundelays?

—*Frank W. Gunsaulus.*

LANGUAGE-TEACHING FROM THE CHILD-STUDY POINT OF VIEW.

[*Concluded.*]

AS indicated in the beginning, the study of foreign languages will prove to be of great assistance in language work. The harder tasks may always be assigned to the so-called brighter pupils (only so-called, as this work which has hitherto been the only criterion of ability, forms their specialty) who will be the leaders in analysis, in discovering relations and laws, the others being the followers, the imitators, taking the laws for granted and meekly obeying them as well as they can; but even this latter category will perhaps gain a clearer insight into grammatical facts from studying the completer forms and more intelligible constructions of German and Latin.

The child may fitly be allowed to profit by the experience of the race here as in other respects. It has been shown that in the development of the language of the child, three stages may be distinguished—his first language is the primitive language of the species; the second represents the race-language; the third, the vernacular (*Mrs. Winfield S. Hall*, "The First 500 Days of a Child's Life," CHILD-STUDY MONTHLY, March, 1897). Now, highly inflected languages are the forerunners of the simpler, which more and more discard the "scaffolding of the structure" with the aid of which the human mind created for itself a means of adequate expression (cf. *Edm. Noble*, "The Principle of Economy in Evolution," *Popular Science Monthly*, July, 1897).

To illustrate the point in question, attention may be called to the utter inadequacy of the ordinary definition of subject and predicate. *Swinton's* (loc. cit. p. 205) definition is: "The subject names that of which something is thought; the predicate tells what is thought." *Metcalf's* (loc. cit. p. 15): "The part of the sentence which repre-

sents the thing of which something is said, is the subject; the part of a sentence which represents what is said of the thing named by the subject, is the predicate." *Maxwell's* (loc. cit. p. 30): "The subject, the word or words denoting that about which something is said; the predicate, expressing what is said of the thing denoted by the subject." Even a good mind will find it somewhat puzzling to get the sense of these stilted and labored explanations; the majority will certainly fail to recognize subjective and predicative relation in even a simple sentence, by studying these definitions which vainly attempt to give an elementary, yet at the same time highly logical form to a concept which cannot be understood in its abstract fullness by children whose mind is as yet hedged in by a wilderness of concrete objects. But how will anyone succeed in sifting out the grammatical subject and predicate, following the above directions, from the following, not very complex period taken from "Black Beauty:" "We saw a light at the hall door and at the upper windows, and as we came up, mistress ran out, saying, 'Are you really safe, my dear?'" etc. Nine out of ten will point out the *light*, or *being safe*, or almost any other word, as the things "about which something is said," rather than the apparently insignificant words *we* and *mistress*. And what will impress the children to be the main "thought?" Will Swinton's definition help them to recognize the predication?

As has been before suggested in these pages, an appreciation of grammatical relation cannot be developed in children by abstract definitions and formal drill. But let us suppose that the pupils have had plenty of exercises with puzzles as described before, and that close questioning on reading lessons has enabled them to grasp readily the meaning of what they read, and has made them appreciative of the value of concise and coherent expression. Then the component parts of the sentences will stand out to them in clear relief even without being labeled; and exercises in substituting synonyms and antonyms for the words and

phrases used in the text, and in compositions, so as to modify or entirely change the original meaning, will further prepare them for understanding sentence-construction. The substitution exercises will lead up to sentence-building, still *preparatory* to more formal drill.

The idea of subjection will be fitly introduced by a clearer conception of substantivity, at least in a concrete way. To this the reading of German text will help; all nouns, or words used substantively, beginning with capitals in that language. By the assistance of this device children will soon learn to distinguish nouns from the other parts of speech, even though they would not be able to give or understand a satisfactory definition (cf. above). Through the German, and later on through the Latin, the idea of *case* will come naturally to the child, and frequent exercises (in sentences) will fix the concept of case relation in his mind. Then there will come a time when it will dawn upon the child that, while other cases are irregularly represented, there occurs in every sentence some substantive or substantival word in the nominative case, to which the rest of the sentence stands in a relation of grammatical dependence. The nominative function will reveal the idea of subject in distinction from the predication, not vice-versa, as is the course taken by most grammars for schools. In a similar manner the object will be recognized, no matter whether it be an accusative, dative, or genitive object. The study of French will be found less helpful in this connection, as it is as caseless as is English.

When the time arrives for crystallizing the young student's grammatical experience relative to the elements of a sentence, in the form of definitions, the following, which are here tentatively suggested, may be found convenient:

1) The nominative case in a sentence names that which is the *subject; i. e.*, the cause, or agent, *of some action.* It is called the *Subject.* In sentences expressing a quality, con-

dition, or state, the nominative, or Subject, names that of which the quality, condition, or state is asserted.

2) The action performed by the Subject, or the quality, or state, which is asserted of the Subject, is called the *Predicate* of the sentence.

3) The function of the *Object*, of activity and passivity, etc., can be deduced from these fundamental definitions without much difficulty.

There is a class of sentences which are not unfrequently a source of trouble to the teacher and learner. I refer to those expressing a quality, etc., or as Maxwell puts it in his "Advanced Lessons in English Grammar," those containing "verbs of incomplete predication" whose "complement is either an adjective modifying the subject, or a noun or pronoun denoting the same person or thing as the subject." The predicate noun, pronoun, or adjective is easily misunderstood by inexperienced students and confused with the object of a transitive verb. It will elucidate the relation of Subject and Predicate in these expressions and throw the function of the so-called "copula" into stronger relief if we conceive of these sentences as *equations*, either actual, or apparent, or conditional. Subject and Predicate are, then, the terms or members of the equation, and the "copula" represents the sign of equation. Thus.

"The man is a gentleman" means:

The man=a gentleman.

"Anna seems sick" means:

Anna=a sick person (in appearance).

"The soldier lay lifeless but beautiful" means:

The soldier=a lifeless but beautiful form (the verb referring at the same time to his position, and to past time).

In this way the possibility of confusion seems eliminated, and a rational conception of the true significance of the expression made possible.

Instruction in the use of correct English should be

strictly correlated to that of the foreign languages, not so much by way of parallelism as of sequence, so that they may be mutually helpful, and that each may supply what is wanted in the other. Latin, with its stricter rules and completer forms, requires more concentration than even German does, and while some knowledge of it will prove helpful to all (cf. the report of the committee of ten on secondary school studies, N. E. A.), it will serve as a touchstone of the power of abstract reasoning, and assist the teacher in recognizing those who are capable of special scientific study of a higher order. Its study is fitly introduced towards the close of the pre-pubertal period, or right at, or shortly after pubescence, when the dawn of true reasoning sets in, when the new forces manifest themselves vigorously and give a more pronouncedly individual character to each child.

The framing of definitions of the parts of speech, and formal exercises in etymology and syntax, with which ordinary grammar instruction used to begin, may be legitimately reserved for secondary, or even college courses. Thus, the accepted order of grammar-teaching may have to be altogether reversed to meet the demands of a better psychological appreciation of the child's mental development

The writer is not ignorant of the many intelligent attempts which have been made to place language instruction upon a more rational basis. He knows that many teachers are now following progressive lines in this branch, and he has examined many new language-books, which, in a large measure, recognize the facts and principles here set forth. One of the best of these is *Charles De Garmo's* series of "Language Lessons," which in its essential features is an adaptation from the German of *Baron*, *Junghans* and *Schindler*. But even such otherwise meritorious work as *Maxwell's* "English Course" (also partly based upon the same German series), and *Mary F. Hyde's* "Practical Lessons in the Use of English" contain not only too much matter (and some utterly superfluous things, as the pedantic

distinction between "statement" and "question"), but too many, and often ill-expressed definitions. *Metcalf's* helpful "Elementary English" begins with the astonishing assertion, "A group of words which expresses a complete thought is a sentence." The rather ambitious book of *Harper* and *Burgess*, "Inductive Studies in English Grammar" (which is called "inductive" because it abstracts the rules from the study of Hawthorne's delightful tale of the "Golden Touch," which is mercilessly dissected), defines on page 14 *nouns* as being "names of persons and things," and *verbs* as words "asserting some action." But in the text from which these definitions are expected to be abstracted, occurs such a noun as "time," and such verbs as "lived," "was," "had," "knew." Will any child be able to make them fit the given definitions? Similar discoveries can be made in all existing school-books, of which the writer has had occasion to examine many, indeed. It may recommend itself to the competent teacher to place no text-book at all into the hands of the pupils, but adapt the instructions to the varying needs and opportunities. Yet the better text-books, such as those mentioned above, contain many valuable suggestions.

No attempt is here made to outline a course of study on the basis of the principles set forth. What has been here proposed is mainly tentative, and may have to be thoroughly revised. But the value of the facts presented remains unshaken, even if some of the inferences drawn from them may prove to be fallacious. The main object of the writer has been to urge the discussion of the subject of grammar instruction from a new point of view, viz., that of Child-Study and psychology.

DR. MAXIMILIAN P. E. GROSZMANN.

Charlottesville, Va.

When Hazel was taken to see the Mississippi river for the first time, she wanted to know "Who spilled all this water here?"

THE EDUCATIONAL CURRENT.

Our Motto. TO educate the child we must educate the parents along with him. We cannot greatly elevate the child so long as his parents act as dead weights. We must make our schoolhouses the clubhouses of the community, where children and adults can have reading-rooms, lectures, study-classes and social entertainment; and we must make our churches educational centers where God's work, the uplifting of humanity, goes on every day in the week.

Unite the Country Schools. EVERY country school needs a library of good books. To the credit of some of the energetic county superintendents of the state, and to many of the most efficient country teachers, many of these schools are being provided with libraries. The benefits of a good library, though a small one, to a country district, can hardly be estimated.

"Another need of the rural schools, I think, is to make the township the unit of organization, instead of the small district, as at present in this state. This is no new suggestion. It has been frequently urged in the past. This system has been adopted in a number of states, and is considered by those most competent to judge as vastly superior to the district plan.

"Some of its advantages are: Better location of schoolhouses; schools will not be so likely to have too few or too many pupils; there will be better classification and better grading; it will greatly decrease the number of school officers; as a rule, the township would elect school officers of more intelligence; better supervision can be secured; the administration of school affairs would be simpler and can be more economically managed; the tendency of the township-unit system is to employ better teachers for a longer term, and to retain them year after year.

"In our state there is a great inequality in respect to the country schools. One district will have an excellent school and an adjoining district one so poor that it would be better to have none; one district will have a school of sixty pupils and another by the side of it will have a school of six pupils. There are several hundred schools in Illinois that have an average attendance of less than ten pupils. The township system would remedy this."—*Supt. Collins, Springfield.*

High-School Extension.

"FEW things will more thoroughly popularize laboratory instruction and incline our communities to deal generously with our high-schools than the free use of their equipment in night-schools;" and we would add, in classes for high-school extension among adults of the community. We know of schools well equipped with microscopes used only by pupils, when scarcely an adult in the district ever looked upon a microscopic animal or plant. And there are a few fortunate high-schools that possess telescopes, yet the parents whose money buys the telescope have never enjoyed the privilege of looking through it at the marvels of starland.

A benevolent old gentleman who had given the ground and building for a high-school, was greatly delighted on visiting the school, many years later, to find how much the microscope enhanced the beauties of the flower the botany class was studying. Why should not the parents whose toil provided these things for the children be permitted to learn a few of the things the children are learning by use of the apparatus?

Education Knows no Old Age.

IS there any limit to the period of education? No. People stop growing when they stop growing; that is all we can say about it. We are all familiar with some who have spun their stint at twenty-one. Others we know whom the kindly

messenger found with foot upon the treadle though their heads had the snowy whiteness of the wool upon the nearly exhausted distaff. I shall not soon forget the pardonable pride with which a good mother in Israel, a full half-score beyond her seventieth birthday, brought out her Chautauqua diploma to assure me that she was in full sympathy with my work as a teacher. And when I examined the date I found that her graduation day was scarcely more remote than that of her twenty-year-old granddaughter.

There are reasons which make it imperative that we, of all people, should continue to grow far beyond the period of school-life. We are committed to a different form of government, and the shadow will not go back on the dial. We must go on or abandon the whole scheme. Our only hope lies in a certain mental temper, an intellectual sensitiveness, a thought-capacity and habit, all of which are characteristically the qualities of him who is consciously pressing against the unknown, with a feeling of entire confidence that the mysteries are all explicable by an informed intelligence.

It is our privilege to witness a new renaissance and to participate in its enthusiasm. If it is not a revival of learning it is at least a revival of interest in learning. To the "new woman" we are indebted for this novel phenomenon. The mechanical duties of the household can go on quite as successfully and far more interestingly while the paper for the next club meeting is stewing along with the dinner. Mrs. Rorer seems to be destined to take her place with Emerson among the lares and penates. Every field of knowledge has been invaded and is obliged to pay tribute to the newly awakened zeal of our sweethearts, wives, and mothers. Here and there the men are timorously following in their wake. The effect of all this is to make people hospitable to any suggestion that looks toward the intellectual employment of all classes. JNO. W. COOK.

Things Detrimental to the Child.

THE discipline of the school would be immeasurably lessened if society in general did not establish two standards of right conduct—one for the boys and one for the girls. There is no just ground for this distinction, and the sooner our people recognize the fallacy of it the sooner will our boys become true gentlemen, and the sooner will the community life of the child be conducive to the greatest development of his spiritual nature. The standard that is not too high for the mother and sister is not unreasonable for the father and brother.

To secure some data for an intelligent discussion of the question: *What may the school do to improve the community life of the child?* twenty-five representative persons scattered throughout the state were asked to state what they considered most detrimental to the child. The following are some of the answers:

"Evil influences of absence from home at night, especially when on the street."

"Dissipation; cigarette-smoking with the attendant loafing."

"Disrespect of parents and their authority."

"A lack of self-respect; lack of honor."

"Lack of habits of industry. No home work."

"Non-attendance at school."

"Social demands of older pupils. Parties, etc."

"General idleness."

"Lack of moral example and restraint in the community."

"Want of home-like homes."

"Lack of a correct standard of right."

"Lack of appreciation of the evil effects of a purposeless living."

"Indifference on the part of parents and guardians."

"Too frequent changes of teachers and the nomadic life of many families."

"Laxity of parental and municipal control."

"Lack of enthusiasm on the part of teachers."

"Lack of ambition to attain unto better things and better conditions."

"Too early self-support, and support of others."

"False views of parents as to the true value of child-culture, and the mad rush for money and social and political preferment."

"City life and its artificial environment."

"Lack of attraction in the home."

"Teachers regard their work as a temporary 'job.'"

In regard to the agencies for reform, among the answers received were:

"Effects of pressing the value of the school-work upon the community."

"Mothers' Clubs."

"A rapid growth in the love of good literature. Home and school reading circles."

"Raising the standard of education in the community."

"Child-study and child-culture."

"More attractive school-rooms, buildings and grounds."

"The establishment of school libraries."

DR. PARKINSON.

Give Us Art as Well as Manual Training.

"HAD I but two loaves I would sell one and buy hyacinths, for therewith I should feed my soul." So said Mahomet, and so says the growing sentiment of the people. "I feel it my duty to dress my children fairly well, for that is one of the ways to make them *act* fairly well. A boy who is ashamed of his personal appearance never behaves like a man," said a college president. Yet we ask our children to live day after day in dirty, uninviting school-rooms where they feel something akin to hatred of the benches and grimy walls, and then expect them to be courteous and pleasant.

Art Supplies Enjoyment as well as Sustenance.

THE great industrial development of the past twenty-five years has caused us to feel that our education must have a distinctively bread-and-butter side. This has been particularly true of that branch of our education termed drawing. We have seen the children emerge from our public schools to enter our great industries either as wage-workers, directors, or handlers of their products, only to realize more and more that the practical requirements for employment in the better class of these industries are the possession of an accurate eye and a skillful hand.

We have seen that the boy who is able to make a working drawing of a pulley or other bit of machinery, is of more value in one of our shops than his less fortunate comrade who has not been taught to handle the pencil. This has sent us back to our schoolrooms with the mental resolve that every pupil shall be made to see the practical value of drawing.

But we have thought too much of the bread-and-butter side of education—or rather, while we have been trying to put our boys and girls in the way of maintaining an honest independence, we have lost sight of the fact that mere living is not all of life. In other words, art has an ethical value as well as a commercial one.

EMMA PALMER.

Grand Rapids, Mich.

The Lessons of the Pictures.

WORKERS in the slums of the great cities recognize the value of pictures as civilizers. Children love the pictured face of Lincoln, and dare you say that in the contemplation of that patient face many a boy has not unconsciously absorbed some of the qualities that made him the man of his time? Even as the boy Ernest looked upon the sculptured features that hung upon the mountain side above his home until his soul was filled with the grandeur that made him like to the sculptor who chiseled the face in the eternal hills.

Do you know Breton's "Song of the Lark?" You are the poorer if you do not. It hangs in the Field Memorial Room in the Art Institute of Chicago. It is more than the picture of a ragged girl, a rising sun, a stony field, a conventional landscape, and a singing-bird. It is a part of the story of the human tragedy. Only a girl, barefooted, bareheaded, going forth in the glow of the morning to a day of dreary labor in the fields. Nothing of cheer in that life—nothing. No future for that creature. No vision but one of toil—pleasureless, hopeless. Then, a startled bird winging upward and a song spilled down from above. An upturned face that loses the ugly lines of those born to harshest toil. The music of the bird awakens the imprisoned melodies in the heart of the girl, and for a moment there is a forgetfulness of the present and a vision of a future such as God sometimes vouchsafes even to the humblest of his children. Only an instant in which the divine voice born in the music of the lark spoke its message to the care-saddened heart of the toiler, and she heard it and was glad. The painter caught the moment and imprisoned it upon his canvas, where all may see who will.

This is the story the painting tells to me, and I never look upon it but I thank God that he has so opened my eyes that I may read the tale that he gave to Breton to tell.

RICHARD HARDY.

Ishpeming.

The Effect of Art on Environment.

IT IS encouraging to note that great interest is being awakened on this subject. We are coming to feel that the language of art is well worth learning to interpret; that art plays the larger part in life; that its study makes men wiser, better, and happier. Some of our German educators said this long ago when they laid down the principle that the contemplation of the "true, the beautiful and the good" should be the guiding-star in the education of the young. Practically we nineteenth-century educators have forgotten

it, but we are coming to realize that art, as a silent teacher, even, does much to banish some of the ugly abnormal conditions that for years have been tolerated and by some thought necessary for the education of the child. We rejoice that the magic wand of the artist has touched the dingy walls and desks as well as the text-books and apparatus of many schoolrooms and transformed them into things of beauty. We rejoice that in many schoolrooms the old black-hooded chalk-boards and slates have been replaced by tastefully tinted walls and neat pencil tablets, and that the school desk is no longer made artistic by "The jackknife's carved initial," but by the artistic artisan before it leaves the factory. We rejoice that many schoolrooms and grounds have been made models of neatness and taste, and we rejoice still more that the refining influence of these things is transforming young lives into cultured and honored citizenship.—*Supt. Thompson at Michigan Teachers' Association.*

Art in Life's Springtime.

YOUTH is the time when the heart most readily responds to all influences of beauty, and it should not be forgotten that it is in the schoolroom that the greater portion of the children get their first impression of many things which consciously or unconsciously enter into life—impressions which create ideas, which control behavior. It is there that we should surround them with harmonious and beautiful conditions, and instill into their very souls that desire for culture and beauty that shall counteract or supplement the home influence.

MISS GRATTAN.

Lansing, Mich.

WE must bring art studies into the schools. This is made possible through the efforts of a number of publishing and manufacturing houses—notably the Prang Educational Company and the Perry Picture Company (which has a list of two thousand copies of masterpieces at

one penny each) and "The Plaster Casts for Art Studies and House Ornament," Art Institute, Chicago. And right here let me say that it is entirely feasible to bring to the schools for decorative purposes and for art studies genuine marbles from Italy. These works may be bought for a song in Italy and supplied for educational purposes free of duty. The studios of Italian sculptors are full of beautiful works of all sizes, the cost of which, with transportation, would not be very much greater than that of the excellent casts which some of our American houses are sending out.

SUPT. THOMPSON.

The Value of Artistic Decoration.

"THE influence of a good picture is beyond human calculation. It is like the kind word fitly spoken—it never dies.'

Miss Ladd says: "Children, as well as older people, are affected by their environment; and nowhere is this more clearly shown than in the schoolroom. The silent beauty radiating from harmoniously tinted walls and ceilings; from beautiful decorations consisting of pictures, casts and plants, quickens and purifies the taste. Such beauty of surroundings has a subtile, silent, ethical influence which is not so much seen as felt..... This is shown in the recognition and care of school property. Marring of desks, walls, paint and willful destruction of books are comparatively rare. No less noticeable and, by no means the least beneficent, effect is shown in the increased care and cleanliness in the personal appearance of the children.

"The beauty and cheerfulness of the rooms have already induced a more regular attendance and created a more contented, happy, and harmonious feeling among the pupils."

We have seen bright but rude children changed into most charming ones within two months after the advent of a teacher who decorated her room *and who took care to introduce drawing-room manners along with drawing-room decorations.*

Even the ragged, dirty boy from the worst hovel in

town; the boy who *could not* say "Good night," at parting, or "Please excuse me," on passing in front of anyone, at last began to do so in a shame-faced way and finally appeared at school one morning with clothes washed and patched, hair cut and person well scrubbed, and was *pleased* that the teacher made it the order of the day for the pupils to compliment him on his improved appearance.

The Children's Own Arguments in Favor of Art.

THIS from a boy of good mind, but of so poor a home that more than once he has come hungry to school: "I feel the influence of the pictures in the room always. If ever I have the chance, I will endeavor to put other school children in the way of the advantages that I enjoy; and certainly, if I ever can, the walls of my home will be hung with similar pieces of art, and perhaps some rare good fortune may place a Nike of Samothrace or some other worthy piece of sculpture in my possession."

Three years ago the boy who wrote the following was a cause of much concern to us. His tastes were vicious and his conduct bad, but the transformation came. He writes: "They have awakened in me new desires, new and higher ideas of purity and beauty. I can't look at a beautiful picture, but I feel I am better for it in every way. When not in this building, I frequently think of the pieces of art here. It is easier to study, to work, and to think and act as I should while in the room; but I feel it all the time, and more so since I have taken a deeper interest in them and studied the pictures every day. Not one work alone has had all the influence, but all of them. They are uplifting and so much higher than myself. They have helped me in bringing art into my home. In my room I have blue prints of many of the great paintings and pieces of statuary. I think the influence has largely come from what I have received here in school."

A boy who walks four miles each day to attend school says: "I feel the influence of what is artistic in the room

very much; it makes me to love what is beautiful in *everything* that I see."

An ambitious, striving boy this, a lover of history and an admirer of greatness, who says that they arouse a desire to stand among their characters as an equal.—*From Mr. Hardy's Paper at Michigan Teachers' Association.*

The best and most quaintly expressed argument we have ever seen is the following, also taken from Mr. Hardy's paper: "A plain little white-haired chap who studies diligently and ever keeps his eyes open confides: 'They have begun to spread themselves in me and have entered my soul.'"

A Circulating Library of Pictures.

WE wish to suggest to the ladies' clubs interested in supplying pictures to the public schools that where funds for the purchase of art works are not available, much immediate good might be done by gathering up old copies of illustrated magazines and making mounted and catalogued collections of pictures to be kept in the public library and loaned to schools in the same way as books are. From some magazines collections of pictures of noted artists and actors could be obtained; from others authors and statesmen; while some would yield reproductions of the best art works. Even the best colored plates from some of the fashion books would be a godsend in many of the most wretched schoolrooms.

Art in Chicago Schools.

THE Chicago Public School Art Society, a regularly organized club of ninety ladies has undertaken to place a good picture or cast in every one of the 4,000 school-rooms. It publishes every year a report of art-works purchased by it, or donated to it, during the year. Its report just issued shows that rooms in thirty-one schools of the city have been beau-

tified through its efforts. It loaned fifty pictures and casts to the vacation schools last summer.

Don't do too Much.

THE women's clubs are everywhere interesting themselves in the decoration of school-rooms, and the purchase of school-libraries. Miss Todd of Aurora, reports as one item of the work there: "The committee decided to decorate the corridors of the Brady School; a first grade room in Pennsylvania Avenue School; and a seventh grade room in the South Lake Street School.

"Two tones of Indian-red for woodwork and walls, the darker tone for the woodwork, and a light tan color for the wide frieze and ceiling were chosen for the corridors. The lower corridor leading from the front entrance contains pictures and sculpture illustrative of American history. The walls of the north and south corridors are ornamented with cast copies of the works of Thorwaldsen and Donatello, also by pictures illustrative of modern art. The upper corridor is devoted entirely to Greek sculpture and architecture."

What a vision is this of bare, finger and pencil-marked walls transformed into a thing of beauty and a source of artistic inspiration. Who can do other than say, "Godspeed the day when all the discouraging and depressing school-rooms shall be made thus homelike and attractive!" Such transformation works *marvels* in transforming slovenly, ill-mannered youngsters into clean and polite students. Yet much as we commend this zeal on the part of clubs, we must still insist that the children be allowed to have a share in this beautifying of the school-room. Let some of the pictures and statues come as a reward for punctuality and good scholarship, or let the children purchase some of them with the proceeds of entertainments, so that they may the more fully appreciate the improvement. Nothing interests one so much as that in which he has a part. And nothing is so detrimental to the child's develop-

ment as to do everything for him. Don't carry your child too long on a pillow if you ever expect him to walk.

The Aurora Club has been wiser in this respect than many of the clubs. In the Lake Street School it placed Rosa Bonheur's picture, "On Guard," which was to become the property of the room having the best record for the year. In other cases the school-board have allowed the pupils to take the initiative and they have merely *assisted.*

Too Much for Headgear.

THE Chicago school-board ordered all its teachers living in the suburbs to move into the city. At the same time it declares itself unable to pay their salaries for the current month. As some of these teachers live with their parents in suburbs, and others own suburban homes, this order works much hardship. So great was the opposition that the board was induced to pass an addenda giving teachers who own their homes until May, 1901, to dispose of their property. The school year has been shortened one week in the elementary and two weeks in the high schools owing to lack of funds. This also reduces the salaries of the teachers.

As an offset to this the bill prepared at the instance of the educational commission for the schools of Chicago, provides for a business manager at a salary not to exceed $10,000, in addition to the superintendent at a salary not to exceed $10,000, with an assistant at $3,000, and nine or ten assistant superintendents at $4,000 each. A tile hat is excellent, but half-soles are more needed.

Free Text-Books.

THERE are before the Illinois legislature two bills making it compulsory for school boards to purchase the text-books out of the school funds, and two bills for state uniformity of text-books. At their recent meetings the teachers of Illinois and Michigan put themselves on record as

favoring free text-books and condemning state uniformity. The advantages of the former are said to be economy, increased attendance, pupils equally well equipped and prepared to begin work the first day, and the better grading of children where parents object to the purchase of new books. It would certainly be a good thing for people moving from one district to another which uses different books, and it would be welcomed by Methodist ministers. One of the best arguments advanced in favor of compulsory free text-books is the humiliation now felt by children who have to receive gratuitous books. The compulsory bills do not prohibit parents from supplying their own children.

The above is an impartial statement of all the facts and arguments we can gather in favor of the law. The following is an equally impartial statement of the objections to it:

1. Children whose parents are not able to buy books are already provided for by law. (Art V., Sec. 26).

2. There is great danger that pupils might use the books promiscuously, which in itself is not conducive to habits of neatness.

3. Promiscuous use of books, pencils, etc., spreads contagious diseases. There is no provision for fumigation of books, and even were this made obligatory many teachers would be negligent.

4. School children and adults turn for data to the text-book with which they are familiar, which is a strong argument in favor of private ownership. Public ownership tends to discourage education in the home and after attendance at school ceases. The families that most need to take advantage of the free books are the very ones most in need of the books as permanent possessions. In many of these families the arithmetic is consulted by the parents for business transactions; the school atlas is the only one in the household, and the spelling-book answers as a family dictionary. Books provided for the poor, either under the present law or the proposed one ought by all means to be given, not loaned, to the children.

5. The law should at least give the district the option of buying or not, as there are now districts which find difficulty in maintaining a school at all. Several districts in Illinois are obliged to shorten the school year, and two or three districts now assess the full 5 percent allowed for building and school fund combined in order to support their schools. A compulsory law would close these schools entirely.

State Uniformity of Text-Books.

AT their recent meetings the teachers of Illinois and Michigan have pronounced against state uniformity. In Pennsylvania the educators never favored it. In California, where they have uniformity and state printing of the books, they have found the whole system most unsatisfactory. The state has incurred considerable loss on books printed and has been obliged to purchase more than half its books from other firms. In Kansas, where the price of books was fixed at a low figure and the uniformity board was obliged to take what it could get at that price, they are afflicted with sets of books which had been set aside by the firm that published them in favor of better books now in their presses.

The advocates of state uniformity who hope to get cheaper books are liable to get inferior ones. Those who hope to strike a blow at powerful book firms are playing into the hands of the book firms. What better could any publishing-house ask than to be assured that its readers or its geographies could not be displaced for four or six years, and that the children of a whole state must continue to use them, no matter how many better readers or geographies were published? It would put a stop to any but spasmodic efforts on the part of publishing-houses to better their books.

Take the one item of geographies at the present moment. Every wide-awake school child is demanding a geography and an atlas that will tell him more about the

West Indies and the Philippines. The publishing-firms have already anticipated this demand and are preparing to meet it. Are these children to be told that at its last meeting, at the beginning of the war, the uniformity board decided on a certain geography—perhaps already six years old—and that for the next six years—*i. e.*, during their whole period of geographical study, they must use the old ones, and that no others would be procurable within the state until the next sextennial meeting of the board?

Clearly, state uniformity is a step backwards, so far as education is concerned. And, so far as publishers are concerned, it is a bonanza for the large firms and death to the small.

Noble Gift to Glenwood.

A GIFT of $50,000 to the Illinois School of Agriculture and Manual Training for boys, at Glenwood, Ill., was announced yesterday by Edwin P. Butler, president of the institution. A Chicagoan is the generous donor, and gave the sum for the erection of a manual-training building and a central steam plant. One of the conditions of the gift is that his name be withheld.

The proposed building will add greatly to the equipment of the school. The institution was founded eleven years ago for dependent boys by Milton George of Chicago, who gave a farm at Glenwood for that purpose. The home has been supported since by gifts of wealthy men. It now cares for 300 boys.— *Record.*

Education of Dependent Children.

CARE of dependent children was the subject which took up much of the time of the members of the State Board of Charities and Corrections at their annual meeting.

The question of orphans and other dependent children who are given homes throughout the state has caused the board much worry. At present there is no law regulating

their care and education, and in many cases the children are allowed to grow up without being sent to school.

After discussing the question from all points of view, it was decided to ask the legislature to pass suitable laws.

The state of Illinois now has within its borders a million and a half of children of school age, with an average school attendance of about 750,000. The cost of maintaining our public schools last year was $17,000,000.

A Little Nonsense Now and Then, is Relished by —Even the Schoolteachers.

HERESY OF THE TETRAHEDRON.—True believers in the geographical doctrine assimilated in childhood will hear with alarm that the school board is inclining a listening ear to the heresies of a geographer who has been telling the British royal societies that the world is not round like an orange but tetrahedronal—like a tetrahedron.

A proper regard for conservatism requires that the school board be advised to abstain from dallying with any such revoluntary and unorthodox theories. The belief that the world is round has the corroboration of an abundance of good men from Christopher Columbus down. There have been occasional aberrations from the true faith. But the deviations have been trifling and temporary. In the long run the old theory has been sustained.

If the esteemed scientist who has been lecturing to the Royal Geographical Society sees a tetrahedron shadowed on the moon during eclipses, the public can only say that he should sign the pledge and try to lead a temperate life hereafter. Sooner would people believe in the theory of the recent savant who declared that the world was inside out and that we are living on the wrong side. What sort of music would be "the music of the tetrahedrons?" What would become of the poetry of the spheres rolling in their courses? The new theory is plainly unsuited to modern habits of life.—*Record.*

A Cardboard Library.

THE country child has had nature, and nothing but nature, with no one to teach him what it means. What wonder he goes to live in the city, where he can have society, music, art, books, which shall teach him how to interpret nature! Yet something can be done in the way of satisfying the desire for information even without books. In schools without libraries the teacher should encourage the pupils to bring from home all the newspapers; and from these clippings should be made and mounted on pasteboard. I know of one school which has 17,000 mounted clippings.—*Irene Warren, Chicago.*

These clippings might not be as enduring as the baked clay tablets of Nineveh, but they would be more easily read and handled. We would suggest that help to the classification of such a library would be the use of different colored cardboard for articles coming under such headings as art, science, history, etc.

The Part of Women's Clubs in This Zeal for Culture.

IT cannot be denied that the teachers, by starting the Pupils' Reading Circle, gave the first impetus looking to the formation of libraries in small schools. But to the women's clubs belongs the credit of greatly expanding the idea of education, of giving fresh impetus to culture in all its various forms. To one cognizant of their various activities it seems that there is nothing they are *not* doing, from cultivating the artistic taste of good children, to looking after the truant, deformed, defective and criminal classes. The women of Jacksonville were largely instrumental in getting a new high school; are now working for a manual training department in it; and have a new kindergarten which they hope to see become a part of the public school.

The woman's club of Evanston organized a boys' club with reading-room and gymnasium; a sewing-class of 200; added manual training to one of the schools; opened several homes to groups of six girls who are taught to clean and

put the rooms in order; have taken fifty children to a Chicago dental clinic to have their teeth attended to free of charge; and have loaned their carriages that worn mothers might see a bit of the country.

Last April the Culture Club of Chicago started on its lifelong journey, a traveling library of 600 volumes.

The library makes its first stop, of a year's duration at Hampshire, Kane county, from whence it will go to whatever place most desires it.

Two other such libraries are about to be sent journeying.

Historic LaSalle.

AND LaSalle County, with its Deer Park, its Starved Rock, and its site of ruined LaVantum, is one of the foremost counties in the state in the work of its women's clubs. It has 195 school libraries, and Streator alone has seven women's clubs, all earnestly laboring for the uplifting of themselves and the community. It has put pictures into the schools, started kindergartens, public and school libraries, sewing-classes, kitchen gardens, a boys' reading-room and gymnasium, has had both free and paid lecture courses, and has one of the most active and widely known of associated-charity clubs.

On the 11th of March the board of directors of the Illinois Pupils' Reading Circle will adopt a button, to be worn by members of the circle. The manager will give a prize of any one book on 1898–99 list for the best design of said button. All drawings must be in before the above date. Address, F. A. KENDALL, Mgr.,
Naperville, Ill.

A PATERNAL WAIL.

I'm weak and worn and weary; I am frazzled to a thread;
I never get a breath of peace till Dick is safe in bed.
At morn, at night, I growl and bite; I charge, I pitch and tear;
I have to be those animals he saw at the county fair.

—*Record.*

WORKINGS OF THE CHILD-MIND.

THE LOST CHILD.

Robbins! Robbins! lad o' mine,
  Where are your footsteps wending now?
I miss your smile like April shine;
  I miss your bonny face, I trow,
  The snowdrifts 'neath the barren bough,
The wintry wind doth wail and whine,
And my sore heart doth sore repine,
  Wee Robbins, since you went away
  Into the dusk of yesterday.

Robbins! Robbins! little son,
  Come skipping to me as of yore,
Your gray eyes brimming full of fun
  And eagerness, and something more—
  A fondness thrilling to the core
Of my deserted heart; that won
My thought to mirth, taught it to shun
  The deeps of trouble's restless sea,
  The gloomy caves of memory.

Robbins! Robbins! have you gone,
  With that dear fondness in your eyes,
Afar to meet the fairer dawn
  That dwells beyond life's cloudy skies?
  Dear laddie, tell me where it lies,
In what vague distance far withdrawn,
Lest I should miss the sacred bourne;
  For, lad, I would not be apart
  From you, my little Friendly Heart.

—*R. C. R., in Record.*

DEAR SANTA CLAUS:—I have a little hatchet and I broke the handle. My name is Robert Allyn Rude and I am a good boy. I go to Sunday School and I don't cry. I have wanted a sled all the day, can't you bring me one? I have Sunday pants; these pants are made out of papa's. I play I am you. I love to be you. I've got blocks and books.

I am going to go to school when I'm a big boy. I want to go to the Normal, but papa says I must go to the public school. I don't say bad words. We are going to have chicken for supper. Good-bye. Your friend,

ROBERT ALLYN RUDE.

(Three and a half years old.)

IN THE LIBRARY.

Tommy—"How beautifully those books is binded!"

Little Dot—"No, Tommy, that's wrong. You musn't say "binded;" you should say "are bounded."—*London Punch.*

AMPLY JUSTIFIED.

Mother (coming swiftly)—"Why, Willie! Striking your little sister?"

Willie (doggedly)—"Aunt Frostface made me!"

Aunt Frostface—"Why, Willie! I said if you did strike her I would never kiss you again."

Willie (still dogged)—"Well, I couldn't let a chance like that slip."—*Spare Moments.*

AN ABSTRACT NOUN.

The governess was giving little Tommy a grammar lesson the other day. "An abstract noun," she said, "is the name of something which you can think of but not touch. Can you give me an example?"

Tommy—"A red-hot poker."—*Cincinnati Commercial Tribune.*

Teacher—"Bobby, if your mother gave your sister six apples to divide equally with you, how many would you get?"

Bobby—"None."

Teacher—"Why, Bobby, you'd get three apples."

Bobby—"You don't know my sister."—*Record.*

DISROBING THE CORN.

It was the first time Nan had seen any one husking corn. "Do you have to undress every single ear?" she asked, soberly.—*Judge.*

WASHINGTON'S FAMILY.

A Glens Falls teacher was trying to impress on the class the lesson of Washington's birthday, and among other questions she asked:

"If the Southern Confederacy had succeeded, what would Washington have been the father of?"

"Twins," was the prompt reply of one of the boys.—*Chattanooga Times.*

QUESTION IN PHYSICAL GEOGRAPHY CLASS.

Teacher—"Does the magnetic compass point directly north? and why?"

Pupil—"The magnetic compass does not point directly north, because the point of magnitude is not directly north."

AN INCONSISTENCY.

Going smilingly up to his mother one day, Tommy said:

"Ma, haven't I been a good boy since I began going to Sunday-school?"

"Yes, my lamb," answered the mother, fondly.

"And you trust me now, don't you, ma?"

"Yes, darling."

Then spoke up the little one, innocently:

"What makes you keep the mince pies locked up in the pantry the same as ever?"—*Exchange.*

"Why are you running so fast, Vernie?" asked a teacher of a small pupil. "That's only the first bell." "Jennie said it was the last bell," replied Vernie, "and that this morning it was ringing before the first."

AMONG THE BOOKS.

The Words of Abraham Lincoln. For use in schools. Selected, arranged and annotated by Isaac Thomas, A. M. (Yale), Principal of the High School, Burlington, Vt. Chicago: Western Publishing-House.

When Lincoln was nominated for the presidency he could only say to the campaign bookmaker: "My life, thus far, has not varied from the short and simple annals of the poor." When he died he was the most absolute ruler in Christendom. To-day the story of his life is the best biography that can be placed in the hands of an American youth. Would you teach a boy pure patriotism? Would you train him to discriminate between statesmanship and mere "politics?" Would you lead him to see that sympathy, thoughtfulness for others, kindness and gentleness are all consistent with greatness? Would you bring him into contact with the most virile English prose yet written in this country? Would you give him the best point of view from which to study the slavery question and the war for the Union? Above all, would you inoculate him with the idea that fidelity to duty is the great—the only thing in this life? Then *saturate* him with the biography and the words of Lincoln. This book is admirably compiled. It is just about the right size. The reviewer does not know the price, but the publisher does. THE CHILD-STUDY MONTHLY hopes the sales will reach many million copies. B.

Los ANGELES, July 11–14, National Educational Association. Rates for round trip from Chicago $62.50 plus $2.00 membership fee. Choice of routes returning. Those desiring to return via Portland or Tacoma will have to pay $12.50 additional from San Francisco to Portland via "Shasta Route." Tickets will be good going from June 25 to July 8 and returning till Sept. 2. Tourist sleepers from Chicago to Los Angeles $6.00 per double berth.

"Mamma, I think you'll have to turn the hose on me."
"Why, what shall I do that for?"
"My hose are on wrong side out."

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Alfred Bayliss

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CONTENTS FOR APRIL, 1899.

EDITORIAL,		577
TEACHING DEFECTIVE CHILDREN,	*Nettie Baker*	584
SONGS IN THE DAY,	*Morgan Groth*	592
CHILD-TRAINING,	*Amy C. Scannell*	593
THE TREATMENT OF MINOR MENTAL ABNORMALITIES,	*Translated by C. C. Van Liew*	595
THE KIWI'S STORY,	*F. D. New*	604
TOPICAL SYLLABI FOR CHILD-STUDY,	*G. Stanley Hall or Tilmon Jenkins*	608
THE EDUCATIONAL CURRENT,	*Clara Kern Bayliss*	610
WORKINGS OF THE CHILD-MIND,		625
AMONG THE BOOKS,		629

The Child-Study Monthly

A Magazine devoted to Child-Study, especially in those departments that have direct bearing upon the practical problems contained in the education of the child.

MONTHLY, EXCEPT JULY AND AUGUST.

EDITORS:

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Vol. IV APRIL, 1899. No. 10

EDITORIAL.

School Admissions Fifty Years Hence.

IT IS a very unusual matter to meet a German joke anywhere out of doors that really has a point to it. Mark Twain's proverbial saying with reference to the verb of the average German sentence—that it comes out in the next edition of the book—applies to the so-called German joke as well, for the point is seldom revealed in the same decade as that in which the joke itself is sprung. As is the case with his British cousin, the average German editor's attempt to be facetious is as awkward as that of a full-grown bear at a cake-walk, a hippopotamus dancing a two-step, or an elephant picking his teeth. But in a recent article in the *Deutscher Med. Zeitung*, by means of a superhuman effort on the part of its editor, the joke and its point appear almost contemporaneously. The skit refers to requirements for school admission in the future and is as follows:

Teacher—"Young man have you a certificate of vaccination against smallpox?" *Pupil*—"Yes, sir."

Teacher—"Have you been inoculated against croup?" *Pupil*—"Yes, sir."

Teacher—"Have you been treated with antidiphtheritic serum?" *Pupil*—"Yes, sir."

Teacher—"Have you a written guaranty of immunity against whooping cough, measles, mumps and scarlet fever?" *Pupil*—"Yes, sir."

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Teacher—"Have you an individual drinking-cup?" *Pupil*—"Yes, sir."

Teacher—"Do you promise never to exchange pens with your neighbors?" *Pupil*—"Yes, sir."

Teacher—"You are supposed to be convinced of the necessity of disinfecting, at least once a week, with sulphur vapors, and of sprinkling your clothing with chloride of lime?" *Pupil*—"Yes, sir."

Teacher—"Then you possess all that modern hygienists require of a pupil; you may pass up these steps, be seated upon your separate aluminum bench, and begin to write your p's and q's."

The School Improvement League of Maine.

THE School Improvement League of Maine, which is an organization for the purposes of library and art exchange, has been doing a most excellent work in behalf of the betterment of the schools of that state. The object of the organization is threefold: 1. Better physical surroundings; 2. Best books for all; 3. Art in the schoolroom. State Superintendent W. W. Stetson is the instigator and director of this laudable enterprise, which has been fraught with such success from its very beginning nearly one year ago.

With reference to grounds and buildings, the local organizations in each of the towns where such organization exists have endeavored to persuade the town to furnish a school lot of not less than one acre in extent, with a frontage of not less than 180 feet and a depth of about 240 feet, and have the school-building so located as not to be within 100 feet of the road or street. The grounds are beautified as to grading, shrubbery, trees and flowers, through the efforts of the local improvement league.

When changes are made in school-buildings, or new buildings are erected, it is urged that the windows be placed at the left and rear of the children, when seated, and massed with mullions between the sections; the rear window being in the side wall within a foot of the rear wall, and the front window opposite the front row of seats. The windows

should extend to within six inches of the ceiling and the window sills should be, at least, as high as the eyes of the children when seated.

It is also urged that the colors of the schoolroom be so arranged that the floor will be the darkest part of the room, the wainscoting lighter than the floor, the walls lighter than the wainscoting, and the ceiling the lightest part of the room.

Art in the Schoolroom.

IT IS also suggested that each local school improvement league should purchase at least two pictures and one piece of statuary and these should remain for one term in the possession of the school or league purchasing them, during which time a careful study is made of the life of the artist and the story of the picture or cast At the close of the term an exchange should be effected with the school improvement league of some other school or town. This should go on term after term and year after year, and thus each pupil will, during her school-life, have the opportunity of being made familiar with, through study, twenty or more works of art. Suitable works of art are suggested in the circular of Maine's enterprising State Superintendent.

In a similar way standard books are purchased from suggested lists, and the pupil will, by the end of his school career, have read a hundred or more of the standard works of history, biography, and literature. The members of the league also seek to have the buildings named after prominent characters in American national life and letters, the dedication of the schools taking place with suitable exercises on the part of the pupils after having made a careful study of the life and work of the noted individual from whom the school derives its name. The work of the Maine School Improvement League has been eminently successful and warrants its innovation as an auxiliary force in other states for the purpose of improving the schools and the community life.

School Children's Savings Banks.

ONE of the recent innovations of the Chicago teachers that is deserving of the highest degree of credit and the fullest measure of indorsement is the Penny Savings Bank established in various schools. There are now 109 of these "penny savings" stations, nine having been but recently added. The work is assuming such proportions that all of the time of one clerk is being occupied and the employment of an assistant will be necessary within a few weeks. In one day alone $578 worth of stamps were sold, and during the month of March, up to date, the sales have amounted to 24,000 stamps.

Principal Helen Blanchard of Thomas Hoyne School, where the system was instituted only two weeks ago, has reported that during the first eight days following the introduction of the system $80 worth of stamps were purchased by the pupils. The school now has 235 pupils, who have accounts aggregating $1,000. A number of the children who formerly spent their pennies for candy, gum, or cigarettes, have developed a spirit of frugality.

The system entire has recently been closely investigated by Superintendent Andrews of the Chicago schools, and he expresses himself as having been agreeably surprised by the scope of its influence in cultivating ideas of thrift and the effect that it had upon the character of the children.

The New York Society for Child-Study.

THE fourth annual session of the New York Society for Child-Study was held at Sprague and was full of interest to the large number of auditors in attendance. Among other subjects discussed were the following:

"Fatigue," in its conditions, symptoms and bearings upon public-school practices, was forcefully presented by Dr. Smith Baker of Utica, N. Y. Adopting the guiding clues of psycho-physical parallelism, the speaker revealed a newer meaning in education, which involved the combined

processes of body and mind. The fatigue of the one must be regarded in light of the fatigue of the other. The neural conditions of fatigue, and the destruction of cells and fibers as a result of excessive work, were duly presented. Rest and alternation of activities in the daily program, and the claims of the individual and the exceptional child were dwelt upon as the practical issues of the topic.

A *resume* of the Child-Study movement and its results of a practical character were presented by Supt. C. L. Marsh of North Tonawanda, N. Y., in his paper on "The Daily Program in the Light of the Results of Child-Study." The problems of grading, grouping and promoting children, the need of attention by teachers to physiological defects in pupils, the sequence of topics, the length of recitations, nature-study, the age of adolescence and its peculiarities and the selection of teachers were among the themes selected for treatment in the light of what is now pretty well established concerning the characteristics of childhood.

"Child-Study in the High School," and "Getting Acquainted with High School Boys and Girls," were the topics of the papers and reports presented, respectively, by Principals Burt B. Farnsworth, Lancaster, N. Y., and Myron T. Scudder, of the Hillhouse High School, New Haven, Conn. These papers contained reports of the results of the efforts, in their schools, to secure a more intelligent cooperation of the grammar and high schools on the one hand, and of the teachers and parents of high-school pupils on the other hand. The former was able to report "progress" only in the use of printed forms and other means in reaching pupils and parents. The paper by the latter was the chief feature of the entire day's meeting.

The summary of the syllables by means of which this paper was compiled has already been presented in the February number of the CHILD-STUDY MONTHLY.

The increased attendance during the session, the warmth of the discussions and the efforts to think clearly, com-

bined in the indications that Child-Study has a deepening effect upon the seriousness of education. This fourth session revealed that Child-Study is still alive with practical interest, full of problems, and provocative of intelligent discussion.

Membership in the New York society is open to all persons, residents or non-residents of the state, who are interested in Child-Study. The annual dues are fifty cents, payable to the Secretary-Treasurer, Dr. E. S. Buchner, Teachers' College, New York City.

A High Honor Worthily Bestowed.

IT IS said that Dr. Mary H. Murray, recently appointed medical inspector in twelve public schools in one of the Brooklyn boroughs, New York City, is the first woman honored with such an appointment. She is a graduate of the Woman's Medical College, New York.

School of Psychology.

THAT the Chicago Kindergarten College is one of the most earnest organizations that has ever sought to harness educational forces so as to produce the most widespread and thorough effects, is again in evidence in the inauguration of a "School of Psychology," to be held during the week of the usual Eastern school recess—April 3 to 8 inclusive. This school will be held under the management of Mrs. J. N. Crouse and Miss Elizabeth Harrison, officers of the Chicago Kindergarten College, No. 10 Van Buren Street, and is for the purpose of bringing together a number of the leaders in psychological thought, so as to obtain the results arrived at by each, that a broader outlook may be gained for future study and observation. For this reason, Dr. Wm. T. Harris, Professor Munsterberg, Mr. Denton J. Snider, Dr. John Dewey and other well-known authorities on this subject, holding varying and even contrary views, have consented to take part, not only as lecturers, but in the open discus-

sion which is to follow each address. It is hoped that every educator who is interested in the subject will make an effort to be present. Programs sent to anyone wishing the same.

There will be two sessions daily, viz.: Afternoon sessions, 2 to 4 o'clock; evening sessions, 8 to 10 o'clock.

I GOT TO GO TO SCHOOL.

I'd like to hunt the Injuns 'at roam the boundless plain!
I'd like to be a pirate an' plow the ragin' main!
An capture some big island, in lordly pomp to rule;
But I just can't be nothin' 'cause I got to go to school.

Most all great men, so I have read, has been the ones 'at got
The least amount o' learnin' by a flickerin' pitch pine knot;
An' many a darin' boy like me grows up to be a fool,
An' never mounts to nothin' 'cause he's got to go to school.

I'd like to be a cowboy an' rope the Texas steer!
I'd like to be a sleuth-houn' or a bloody buccaneer!
An' leave the foe to welter where their blood had made a pool;
But how can I git famous? 'cause I got to go to school.

I don't see how my parents kin make the big mistake
O' keepin' down a boy like me 'at's got a name to make!
It ain't no wonder boys is bad, an' balky as a mule;
Life ain't worth livin' if you've got to waste your time in school.

I'd like to be regarded as "The Terror of the Plains!"
I'd like to hear my victims shriek an' clank their prison chains!
I'd like to face the enemy with gaze serene an' cool,
An' wipe 'em off the earth; but pshaw! I got to go to school.

What good is 'rithmetic an' things, exceptin' jest for girls,
Er them there Fauntleroys 'at wears their hair in curls?
An' if my name is never seen on his'try's page, why, you'll
Remember 'at it's all because I got to go to school.

George Eliot says: "These bitter sorrows of childhood! —when sorrow is all new and strange; when Hope has not yet got wings to fly beyond the days and weeks, and the space from summer to summer seems measureless."

TEACHING DEFECTIVE CHILDREN.

HISTORY tells us that as early as the seventeenth century the teaching of the mentally deficient was begun by St. Vincent de Paul, a benevolent character of that period. Among other good works, he took charge of a number of this class and, for a period of years, personally directed their instruction.

At different successive periods this work was carried on by individuals in foreign countries, in many instances meeting with marked success. The time from 1842 to 1846 was a remarkable period in the progress of work with this class of children, when almost simultaneously in France, Switzerland and Germany, schools arose for the education and training of this defective class. This benevolent and scientific work of the old-world physicians soon found ardent advocates in the new world, and "in no country," says Dr. Ireland, "did it take more vigorous root than in the United States."

The manner of training the mentally deficient has attracted the united attention, and called forth the earnest efforts of thoughtful and scientific benefactors from the earliest history of the work to the present time. As early as 1846 the schools in the United States began work on a thoroughly educational basis, and the physiological methods established by Dr. Edward Seguin at that date continue to the present time, with such additions and improvements as the leaders and educators in this work have seen fit to adopt.

Dr. Seguin says physiological training advocates that "the education of the senses must precede the education of the mind," and the true physiological methods of instruction for those whose nervous systems are imperfectly developed is "to exercise the imperfect organs so as to develop the functions;" and, second, "train the functions

so as to develop the imperfect organs." Dr. Fernald says: "As compared with the education of normal children, it is a difference of degree and not of kind."

The progressive games and occupations of the kindergarten, object training, educational gymnastics, manual training, and other graphic and attractive methods now so successively applied in the education of normal children are especially adapted to the training of the feeble-minded. These principles of physiological training of the senses and faculties, or exercising and developing the powers of attention, perception and judgment, by teaching the qualities and properties of concrete objects instead of expecting the child to absorb ready-made knowledge from books; of progressively training the eye, the hand, and the ear—these were the methods formulated by Dr. Seguin, and elaborated and applied by Drs. Wilbur and Howe years before the era of the kindergarten and the dawn of the new education.

The mental and physical powers of the normal child, if he is surrounded by the reasonably good environments of home, develop in harmony and at the proper time. The avenues of sense give knowledge, the natural inference of things results and events follow almost without instruction. When the school age is reached, it becomes the work of the teacher to lead out and assist in the development of the faculties from the concrete, which he already possesses, to the abstract, and from the known to the unknown. Growth during the first few years, in the mentally deficient, is quite different. The concrete is not, perhaps, understood, and the abstract is far in the future if, indeed, it can ever be attained. If, as is the case with many, the avenues of sense perception are imperfect, the brain cannot respond, as it has no stimulus.

Each child has his own characteristics and peculiarities, evil or good tendencies, likes and dislikes, an intellect that marks him as belonging with the brighter pupils or classes him with the lower grades. It is these individualities that give

him a distinct position among his mates and attract the attention of the people upon whom he is so largely dependent for future training and happiness. And here lies the especial work of the teacher, the study and observation of the child in such a manner as will be of use to her in her future instruction.

To the teacher who has spent some time and energy in instructing normal boys and girls, previous to entering the schoolroom for the purpose of teaching the mentally deficient, probably the grade that will appeal most decidedly to her interest and ambition will be the teachable children ranging in age from ten to seventeen years. Here is an element with which she is not unfamiliar. With the abundant supply of modern material and late devices at hand, she enters upon her work with a promise to herself of many possibilities to be fulfilled. She is wise, indeed, if she does not expect too much in return for what she gives, but always keeps in mind the mental powers of her class, and proceeds by concrete methods, working always with the real and tangible as far as means will permit. The teacher who comes with a good education, capable at any time of taking her place among teachers of normal children, being able to apply modern methods, possessing powers of adaptability and sympathy, and also that prime requisite, ambition, will be reasonably sure of success in teaching the mentally deficient.

A good knowledge of psychology and the working of the normal mind is necessary that the real mental condition of these children's minds may be found out by comparison with the ideal. Child-study, with its many lines of research into child-character and mental development, is always necessary. Quoting from a recent eastern writer upon this subject, the qualifications of a teacher are more emphatically given: "No second-rate teacher should ever be placed in charge of such children, requiring, as they do, more tact, more personal care, and more scientific teaching than any other class of children." The sentiment is con-

tinually gaining ground in all of the best institutions of the land. The three R's are, to some extent, relegated to the past in the work with the normal child. Not so with the mentally deficient. Proud is the child, when, after prolonged and earnest effort, he is deemed sufficiently well advanced that he may see his name upon a library card, and be given a book of his own choosing from the list.

The first lessons in writing, using blackboard and chalk as a medium for developing the larger muscles, using the vertical system, has given the best results. A second achievement!—for is not that first letter home, wrought with much effort from undeveloped muscles and faint will-power, a mark of progress?

Arithmetic, calling for the higher faculties, judgment and reason, is always found to be a difficult subject for the mentally deficient to cope with. It is a small percentage that can ever advance beyond the four rules of arithmetic, or solve any but the easiest problems. Some exceptional cases are capable of making much more progress. Geography and map-drawing, history and language, are each represented in the course of study pursued by the older pupils as far as they are capable of making progress.

Recognizing the close connection between the physical and mental condition of the child, instructors of the mentally deficient have from the earliest history of the work emphasized the necessity of physical culture, and the benefits arising therefrom. To a portion of these children, this is often the earliest and only instruction they receive. Kindergarten games, physical exercises tending to cultivate first, the larger muscles of the body, and lastly, the smaller muscles, all forms of calisthenics requiring coördination of movement and close voluntary attention, all outdoor games calling different muscles successively into action, and lastly the much criticised dancing exercise, another form of calisthenics, all have a purpose to fulfill.

Hearing and sight being the leading avenues of sense through which the mind gains knowledge of the external

world, it is of vast importance that they receive their full share of training. This is as necessary for the normal child, considering the higher form of development to which he is expected to attain, as it is for the deficient classes. The various games and teaching devices of the kindergarten, are useful for this purpose, and dull, indeed, is the child who does not respond to their attractive influence.

Music, with its many charms, appealing largely to the sense of hearing, and also the mental and æsthetic side of one's nature, proves a source of great pleasure to these children. Often a hapless little child that is incapable of articulation, may be heard humming the air of some popular song, picked up by chance, or perhaps a lullaby learned at home. To a certain class the rote process of teaching music is the only one that will succeed, constant and patient repetition of both words and music being the only method productive of results, and these results depending almost entirely upon the powers of imitation.

To a large percentage of the school children and teachable classes, the latest and best methods of teaching music, which are applied to the normal child, have proved the most successful, not only from a musical standpoint and the unbounded pleasure derived therefrom, but from an educational point of view. Awakening thought, and calling into activity the higher faculties of the mind, comparison, judgment and reasoning, the note process not only trains the ear to close discrimination of musical sound, but gives linguistic drill, clear articulation, and for physical, mental, and moral advantages, its value cannot be overestimated. Here, as in all other class work, success is directly traceable to the qualifications and skill of the teacher, her knowledge of the power capacities, and musical qualities of the individual voices and their requirements, and also her power of being able to call into activity the best mental states productive of the wished-for results in vocal expression.

In all that is attractive in form and color, the true, the

beautiful, and the good, these children are susceptible of training and appreciation to a considerable degree.

Psychologists tell us that a normal child gains nine-tenths of his sense perception through the sense of sight. Here is nature with wide fields and changing seasons, always at hand to assist in the cultivation of this, the "king of the senses." Long walks with teachers and others for the purpose of finding nature's treasures, and hunting out her secrets, are times filled with delight. Closely connected with nature-study is drawing, calling for close and rightly directed attention. It forms another mode of expression and helps the memory and imagination. Vegetables, flowers, fruits, leaves, and many more of nature's bounties furnish material for these lessons. Drawing at first, to get simply the outline; later, hunting for lights and shadows, and still later learning to wash in color, the delight of the childish heart, all this gives unbounded pleasure and is followed, not so much from an artistic motive as for the purpose of cultivating the mental powers, training the eye to see, and the hand to express. The work of the class-room is only one of the many factors employed in the physical and mental development of these children. One of the most prominent features of their educational training is the attention paid to the simple industrial occupations. There are the various occupations and duties of home-life for the girls, and a variety of employment for the boys to be found in the necessary work of a farm. vineyard, garden or dairy. In many institutions, manual training is carried on, and various occupations are taught. In all of this work each is taught to recognize the necessity of labor and the benefits arising therefrom, when each is able and willing to contribute his share to the general welfare.

Among so large a number will be found children from all grades of society, with parents filling positions in all the various walks of life. There is the pampered dependent of parents who have thought only of the comfort and happiness

of their child, and to whom time and money are nothing, if only by its means benefit could be derived or a cure effected. There is another type whose life has had none of the childish pleasures, nor experienced any of the benefits which the world owes to all of its friendless and dependent children. Having met with harsh words and unkind treatment at home, the jeers and abuses of his associates at school, he comes with dejected mien and quivering face, and with one question, "Will they be good to me in this school?" he tells the whole history of the past. One more type—the child of intelligent parents, who from the first have recognized the mental condition and without deceiving themselves in the least, have instituted and followed out such a wise course of home-training in habits of neatness, morals, and manners, as has left its unmistakable imprint, and will never be lost. The teacher of the graded school has sometimes given her assistance, while her kindness, patient teaching and intelligent analysis of the best methods of instruction have laid the foundation of future progress.

And wherein lies the satisfaction of this work? The same that greets the teacher of normal children when she marks the improvement of her class from day to day, and recognizes it as the result of persistent and well-directed effort.

Somewhat more than fifty years have passed since the originators of the work, impressed by the justice and philanthropy of the cause, though uncertain of the educational results, began the instruction of the mentally deficient. Though the work has met with greater success than its early advocates could ever have dreamed of—many institutions in the leading countries of Europe and the various states of the Union, caring for thousands of this class—there yet remains a large percentage who are receiving no instruction or benefits from public funds. With the widespread of literature, and the agitation of many educational problems, this question is reaching a solution. Already in some foreign countries, and a few of our Eastern states, provision is

being made for day schools, and special teachers, for this class of children, and also the deaf, in connection with the work in the public schools.

Much has been done in the past for the defective classes. What science and medicine may do in the future for the development of the dormant faculties, the alleviation of wrong conditions and also prevention, time will show.

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HOW PRINCE WAS SAVED.

It improves the story to let the little five-year-old tell it himself:

"It was Fwiday," she says, "an' I were tomin' home frum school, an' finkin' all the time how me and Prince would have a big long play, 'tause it wouldn't be school no more till Monday. I was so happy that I runned, an' was laughin' to myself so everybody smiled.

"But when I dot purty near home, an' Prince was runnin' down th' street to meet me, barkin' and wigglin' hisself 'cause he was so glad to see me, a big horwid man wif a long pole an' a net on it jumped outen his wagon, an' Prince runned right into the net.

"Then I screamed orful, an' I frowed myself right on that net just when Prince got in it, an' we rolled roun' an' got all snarled, an' the man swored ter'ble, an' we kept rollin', an' I never got so dirty in my life, an' when that man pulled the net to him I was in it, an' Prince was goin' to the back of th' house hard as he could lick it.

"Then a nice old gen'leman came up laughin' so hard he coughed, an' he asked did I have a tag on me, an' the horwid man jawed scan'lous an' jumped in his wagon an' whipped th' horse cruel, an' when he drove away said he would get that dog yet, an' I tole him he couldn't ketch nothin' but little girls, an' th' gen'leman laughed so he had to use his hank'chief an' said some dogs had all th' luck."

SONGS IN THE DAY.

The schoolroom clock has a rhythm caught,
  And merry of heart seems he.
But it's old and forgetful and wrapped in thought,
  He sits alone with me.

And the pansy plants in the window try,
  From some ancient, mystic rule,
To find, in the dial-plate of the sky
  When the children will come to school.

For they, and the mischievous fairy folk—
  I know them of old, too well—
Will have ready some grand, mysterious joke
  When my class stands up to spell.

I used to plan to stop the holes—
  Too wee for my eyes, by half!—
Whence come the things I cannot see
  To make the children laugh.

Hark! Do you hear them, high and clear?
  I hushed them because, you see,
Their voices clashed on the quivering ear
  With mine, in its minor key.

It is only of late I have found the chord
  Of the tones that tired me so—
Its rhythm I heard in the cedar-tops,
  With a stately tread and slow.

But the soul of the song comes out of the west,
  In front of the gates of gloom,
To my dumb, dull heart, a singing-guest—
  And its music fills the room.

Laugh on, little friends, at the funny things
  You find with your prying eyes,
For 'tis hearing you will help my soul
  To the strain that it loves and tries.

The measures are many, the measures are long,
  In that chime of friend with friend;
But I'm thinking now of that land of song
  Where the voices of children blend

With others that, framing many words,
  Have harsher and deeper grown,
And I hope I begin to learn those chords
  I shall sing, and not alone.

—*Morgan Groth.*

CHILD-TRAINING.

IT is accepted that only those teachers who have strong personal power in the right direction should be employed in the schoolroom. If personality in the teacher is thus approved, should it not be respected in the child? And what is the child's personality, but his will? Yet the will needs training before it can do knightly service for its master.

A right teacher, in the home, or in the school, will never try to *break* a will. She knows that it would maim a child's moral nature, and so incapacitate for life.

One has well said: "A child with a broken will is not so well furnished for the struggle of life, as a child with only one leg, one arm, or one eye."

So flexile is the will to the magnetic touch, that it will easily bend in an opposite direction from its wont. Into this training of the will, the justice and the necessity of free choice enters.

Let the teacher deal with the child as God deals with his children. Before them is placed good and evil, with capacity to perceive that health, peace and gain will surely follow the choosing of the one, and that sickness, sorrow and loss will result from the other. Bringing to bear every helpful, tender influence, but never a forceful pressure, toward the right, the choice is left perfectly free.

The saddest of all schoolroom conflicts is a war of wills, where the teacher's unyieldingness is pitted against the pupil's, and the pupil's against the teacher's.

A kind, impassioned alternative, as, "You may do this that I ask, or you may remain after school," offers no occasion for warfare.

What if, to the teacher's annoyance, the pupil chooses to remain rather then to obey? The defect is not the teacher's. The pupil has his way, not by might, but by

favor; he does not *win* his point, it is *given* him; he sees that the opposite choice would yield him greater freedom; the defeat is *his*. Let the teacher throw around him all her motherliness, not her queenliness, during his ten minutes' waiting, and the child will not leave the room with the victor's spirit. It will be an extreme case if that pupil's will ever again crosses that of his teacher.

The one-time ideal school is fast becoming the real and the usual, where the teacher makes it so much easier for her children to do right than to do wrong that their wills run parallel to hers.

The teacher is at her building-work when she is training the conscience. The child's desire is naturally his standard of right and, by it, he regulates his conduct. Let the teacher beware how she introduces the stranger, *Duty*. She may present him as the rightful heir, or as a usurper. Whether the child hears harmony in the word, and sets all his actions to its music, depends much upon the way that the word is said or emphasized.

Many a grown person who puts his conscience into all his work and hurries here and there at duty's call, seldom *says* "duty." For that word was a discord away back in a schoolroom of early memory. It has jarred ever since.

The question is, "How shall a child be trained to do, with brave and willing spirit, those duties which say 'No' to his habits and desires."

Let us watch our little enthusiasts on Flag Day, or on any patriotic day, and find our answer. Do they not know what it is to be loyal?

A child who knows loyalty, knows right, knows the Golden Rule, knows or may be taught when he is doing the best for himself and for others.

Doing right for right's sake, is highest patriotism. May not this truth be put in such a way that little children can live it?

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THE TREATMENT OF MINOR MENTAL ABNORMALITIES.

WHEN a child presents some psychopathic defect, be it inherited or acquired, in the course of its life, the question arises as to whether it may be removed or remedied in part and, if so, how; or, if neither is possible, how the further development of this defect may be prevented?

Not all defects of the nervous system or of the mental life can be ameliorated; many a one who suffers from nervous or mental disease, as is well known, never returns from the threshold of the insane asylum. An idiot has never yet become a genius and, even among the minor mental abnormalities, there are forms in which improvement is seen to be impossible from the start. This is especially true of certain innate and inherited defects which rest upon organic changes in the brain. It is just the *new* nervous system which cannot be supplied. One must often be thankful if the evil does not become aggravated.

Most of the inherited, as well as the acquired defects are, however, capable of improvement under timely and purposeful treatment, although not always curable. A weak constitution, for example, may be strengthened, although without becoming able to reach the average power for work. A child which has fallen behind by three years in its mental development, can seldom be brought to the average stage of development of its age; yet a great deal has been gained if in the future it can fall into step with those on whose plane it is, so that the distance by which others have outstripped it in development becomes no greater.

Finally, among the improvable psychopathic abnormalities there are, at the same time, many which are also curable. Defects which have been acquired through over-exer-

tion, or through vicious treatment in discipline, instruction and education, or through other causes, take first place here. Any further discussion of the question here would have no purpose, for more definite description can only be given in connection with specific cases.

The prognosis also is just as certain and uncertain in these cases as in all physical diseases and defects. The physician can readily imagine the course of a definite disease in itself; but he can not possibly determine beforehand all of its incidental causes and their consequences. The same here. If training, instruction, supervision, education, are all suitably administered, which is often possible only in an institution, and if no extraordinary influences appear, such as physical diseases, strong and lasting emotional storms, etc., it is possible also to foresee the course of the mental and moral development. In the other event it is quite impossible to vouch that a psychopathic disposition will not develop a positive defect and, further, degeneration or even psychosis.

Far more important for parents, teachers and physicians of children is the method of treatment. In order to be able to propose a suitable method of treatment it is first necessary to enter upon an exact investigation of the causes leading to the development of the case in hand. This is not easy. The child itself can very seldom give any information about it whatever. And if we have to deal with an inherited psychopathic disturbance the hereditary burden is seldom sufficiently indicated by the parents and relatives, especially when syphilis or inebriety are involved, no matter how uncommonly important just these causes are in determining treatment.

In my own institution I make use of a series of questions in getting at causes which I have answered by parents or other relatives. These questions at the same time make for the *development* of the condition, which, indeed, is no less important for the further course of the defect and its entire treatment.

These questions are presented herewith with such slight alterations as have from time to time appeared desirable:

I.

1. Name of the subject:—
   His place, day and year of birth.
   Present place of abode.
   Confession, or religious connections.
2. Name, calling and home address of the father, mother or guardian.
3. Number of brothers and sisters.
4. How did the child number in order of birth?
5. Are the other children mentally and physically sound; or with what defects or diseases are they afflicted?

II.

In how far was the course of development not normal?

1. Is there anything remarkable to be reported concerning the mother's pregnancy with this child (sickness of the mother, violent emotional storms, fear, anxiety, etc.) or concerning the birth of the child (premature birth, use of forceps or other unusual mechanical assistance, etc.)?
2. Was the child nursed? By whom and how long? Can any unfavorable influence have resulted therefrom, such as insufficient nourishment through the mother, or the transmission of syphilis and other injuries through the nurse, etc ?
3. How often and when was it vaccinated? Were changes noticeable after the vaccination?
4. When did the child learn to walk? To talk? How did language develop?
5. When did the nightly bed-wetting cease? Or does it still take place and, if so, regularly or only occasionally?
6. What diseases has the child passed through? Has it had measles, scarlet fever, diphtheria, small-pox, typhus, rickets, scrofula, eye or ear diseases, difficulties of nose or throat, whooping cough, head eruptions, cramps, epilepsy, inflammation of the brain, or chorea, etc.? If so, have any of them left any traces whatever?
7. Has the child ever received, either directly or indirectly, injuries to the head, concussions of the brain, etc.? If so, what consequences followed them?
8. Are there in the family of the child any who have been afflicted with mental diseases, brain diseases, nervous difficulties, (particularly epilepsy), inebriety, syphilis, or any cases of striking personality, crime, suicide, weak-mindedness, etc.?

In what relationship does the child stand to the person or persons who either are or who have been thus afflicted?

9. Are father and mother blood relations? If so, how near?
10. Has the build of the body (head, neck, thorax, abdomen, skin, teeth, etc.) any striking peculiarities? Does the child squint?
11. Have posture or gait anything striking? Does the child walk bent forward, unsteadily, and with fully extended or with bended legs, etc.? Is the child lazy, slow, quiet, lively, restless, or excitable, etc.?
12. Are the hands normally constructed? Do they feel warm, or cold and flaccid? Does the child grasp with the right or with the left hand? Can it voluntarily spread and bend the fingers? Can it eat and drink alone? Can it dress and undress itself completely? Are any weaknesses in the muscles of the hand and fingers present?
13. Do noticeably peculiar movements appear (of the hands, legs, face muscles, etc.)?
14. Is digestion normal or do disturbances appear?
15. Is sexual excitement also already noticeable? Has the act of self-abuse been observed?
16. How does the child sleep? Does nightly awakening in alarm or somnambulism ever appear?

III.

Is the child normal in its *mental life*, or do striking weaknesses, onesideness or disturbances appear?

In the latter case:

1. Are any disorders of sense present (hard hearing, short-sightedness, far-sightedness, easy excitability of a sense organ or dullness of the same, supersensitiveness of the skin, or dull sensibility to stimuli upon the skin, produced by warmth, cold, impact, pressure, tickling, etc.)?
2. Since when and in what respects has development appeared to be behind that of the same age? Or does it possess some prominent gift, and if so, what? Were other striking deviations from the normal noticed? What were they? Weak memory, deficient attention, scatter-brainedness, disconnectedness, inability to conceive or imagine, etc., or striking dispositions in directions opposite to these?
3. Has it already received instruction? Where, from whom, and how long? What of its success? In what subjects of instruction does it accomplish most? In which subjects has the least success been apparent, and what was the probable cause?

4. In how far are ideas of color developed? What colors are distinguished? How are the ideas of number? To what extent, for example, can it compute with certainty? How are ideas of time? What periods of time in its life does it image most clearly? In how far can it image or conceive historical periods?
5. Can it freely and intelligibly repeat any narrative? What, for example?
6. Are any disturbances of speech present—stammering, stuttering, or extremely impetuous or sluggish speech, etc.?

IV.

Are abnormal phenomena of the emotional life or of the moral character to be noticed?

1. Does it show morbid conditions of fear? How are these conditions expressed?
2. Is the child rather of a gay or a sober mood?
3. Is it sympathetic, or indifferent, or malignant in the presence of other's pain? Does it like to nag others and does it quarrel easily, or is it peaceable? Is it communicative or self-centered? Sociable or retiring? Kind or malicious? Does it appear capricious, spiteful, violent, passionate, etc., and under what circumstances?
4. Does it evince normal love for parents, brothers, or sisters? Or does it care for parents, brothers and sisters only to accomplish selfish ends? Does it obey willingly? If not, how is obedience evinced?
5. Does it evince any other dangerous traits of character? How are these expressed?
6. Does the child offer especial difficulties to guidance or education in still other respects? If so, in what do they consist?
7. Has it any special habits, capacities, peculiarities or fads?

V.

Are the expressions of activity normal?

1. Does it like to busy itself, and self-actively (*e.g.*, in learning and playing)?
2. What does it like to busy itself with best?
3. Is it skillful or helpless in practical occupations?
4. Is it arrested or retarded in its activity by any sort of lameness or stiffness of its members?
5. For what does it show special interest and skill?

VI.

1. Can any other special causes be assigned for the abnormal psychical conditions, such as:

Errors of education?
Bodily or mental over-exertion?
Or long accustomed inactivity?
Violent emotional storms?
Violent fright, fear, or anxiety?

2. **Are the abnormal conditions continuous or transitory? In the latter case, do they appear periodically and at how great intervals?**
3. **What medical and educational means have been applied heretofore to remove the abnormal conditions? By whom and with what success?**

When the previous development of the abnormal phenomena and their causes have thus been determined with as great certainty as possible, many a measure has already suggested itself for the treatment.

In the first place, causes must be removed. That is only possible, of course, when they are known; and not infrequently it is accomplished by removing the child either temporarily or permanently from the old environment. For example, if the child is afflicted with morbidly heightened nervous sensibility and the mother, who has its education in hand, is herself nervous or even hysterical, the educative influence of the mother will daily aggravate the evil. Or if a child is at once capricious and shy, while the father is a toper or a passionate man, again it is not possible to alleviate the evil, for it daily receives new fuel. One finds very often, also, that certain traits are indeed prominent in the parents, though still lying quite within the limits of health, while the same traits appear in the child as pathological. The father's strength of will, which renders possible great undertakings, may appear in a psychopathically abnormal child as stubbornness, destructive impulse, capriciousness; or an artistic talent may become a morbidly heightened fantasy, illusions of magnitude, etc. Even in such cases the delusions constantly find in the seemingly healthy typical traits of the parents, new fuel which can only be removed by some other neutral influence.

Not infrequently also the blind fondness of the parental

environment prevents restoration to health. That which under no circumstances would be granted a normal child must unconditionally be permitted the abnormal. A child which is weakened in intellect and spirit is supposed to possess the sensations of normal children, and, as a result of this delusion, the child is humored in the most unthinkable matters. It dictates to factors in its environment to which it should be unconditionally subject. Such children understand how to utilize their parents' weaknesses in a striking manner.

Often the afflicted children are left, in the home, to be cared for and served by one who is wanting in all intelligence with regard to such phenomena, and who directs them, therefore, in false paths. Not infrequently, too, it is the brothers and sisters or schoolfellows who make the defects an object of jeers, sport and teasing, thus increasing the evil and rendering the afflicted child shy, hesitating or vicious.

Under such circumstances a psychopathically disposed child should be placed as early as possible, and for some time, in a more favorable environment. But where is this to be found?

Frequently a strong dislike prevails against education in an institution. This may possibly be due to the fact that public institutions for the feeble-minded, or even those founded by private philanthropic effort, throw such children together in flocks and hence are able to meet the requirements of individuality in treatment in no respect. And yet, I have convinced myself by repeated visits that the majority of these children fare better here than at home. Again, excepting institutions for feeble-minded, imbecile, epileptic, deaf-mute and blind, there have been no special institutions for the minor forms of abnormality which this writing has in mind. Institutions for the feeble-minded have been repeatedly recommended to parents by physicians; but, not without ground, parents have declared that their child is not properly feeble-minded and that they

could not decide upon such an institution. Such a case, indeed, gave the impulse to the founding of my own institution.

A great deal of discussion, pro and con, has appeared during the last decade concerning education in institutions versus in the family. Each form has, of course, its advantages and its disadvantages. If a child cannot be educated at home, some other family is just as strange as an institution and the child is always a step-child there. Then, too, the strange family-head constantly has some other task in life than that of managing a child difficult of education. Usually the family of a country parson is chosen. But the pastor is, first and foremost, a divine, which entails a full devotion of powers. Besides this, ministers seldom show any pedagogical interest except in so far as it coincides with the problems of their supervision of schools. Although their care of souls is nothing less than a work of education, their pedagogical preparation is just as meager as that of the German philologs. To attempt to obtain it by a six weeks' visitation at a seminary for teachers in the common schools is to get no suspicion of educational tasks. "Our pedagogical culture," runs the complaint of a Rhenish parson, "is not even sufficient for the calling of pastor, to say nothing of our duties in school inspection." How, then, for the education of children afflicted with some minor mental abnormality? Of course we shall hold a different opinion as long as the problem is regarded chiefly as one of instruction.

On the other hand, if the idea is merely to transplant the children from one unfavorable parental environment to a more healthful atmosphere, our evangelical pastors' families always take the lead. Especially young girls often find there most readily their healing influences—a healthful family atmosphere and a quiet life.

The same is true of teachers' families. Only the teacher stands in general closer to questions of education than the pastor, while, on the other hand, he is professionally more heavily laden.

Despite all the advantage of a smaller family circle, still the rational physical and mental treatment can seldom obtain here to the extent which we are about to demonstrate to be necessary. Baths, dietetic courses, massage, curative gymnastics, individualizing instruction, etc., are often, despite the best of intentions, not to be carried out in country families.

C. C. VAN LIEW.

From the German of J. TRÜPER.

Los Angeles, Cal.

[*To be continued.*]

Superintendent H. E. Kratz, Sioux City, Ia.: "We insist that the architect must carefully study building material before he is fitted to plan and direct the construction of a building. Much more, then, should we insist that the teacher must carefully study child-nature before she is fitted to build character."

Supt. Andrews, Chicago: "Constantly see that the premises are as clean as they can be made, and never let any unsanitary condition prevail. Lord Palmerston, once, when Prime Minister, being besought by the authorities of a pest-stricken city to order a day of national fasting and prayer for relief, replied: 'I will fast with you and pray with you; but meantime let us drain, scrub, wash and be clean.' Without cleanliness in and about our schools we can expect few other blessings."

If there is any nation on the footstool which, as a means of self-preservation, ought to provide for the complete, all-round education of every child within its borders, it is the American nation. Every platform should speak, every press should warn, every pulpit should remonstrate against the prevailing indifference of parents to the welfare of their children.—*Exchange.*

feathers are used also for making mats and artificial flies, such as are used in fishing. You see, then, what hard work we have to avoid the hunters.

We kiwis are of a brownish color above and grayish beneath. Our plumage, men say, is more like coarse hair than feathers. *We* think it very beautiful. Our beaks, as you see from my picture, are very long, and though, as I have said, we have wings, we conceal them under our feathers. Our feet, as you can see, are something like those of your barnyard hens, only much stronger. It has been said that we can kill dogs with a kick, but to my knowledge this is not so, though we would like to when they come to kill *us*.

As for tails, to tell the truth, we haven't any to brag of; but, then, I don't know that we wish to have any. We are quite content as we are. I am sure I wouldn't like to carry about such a weight as the peacock does. Such a tail would only be in my way.

Humans call us nocturnal birds. Of course you children who go to school know that that means we go about at night like the owl. The night is our time, to be sure. How other birds can go abroad in the heat and glare of the sun is a mystery to me. Why not wait for the quiet and cool of the night like sensible birds? We prefer to sleep in the daytime, among the rocks, or in the shade of the great ferns that grow on our islands; and at night to go about in search of such dainties as snails and earthworms. Then it is that our nostrils, placed at the extremities of our beaks, render us good service, for we go about sniffing the air, and woe betide the creeping things that come within our reach.

In the daytime we are blinded by the sun. Even in the shade we can see only objects that are near. But at night, from quiet, inactive birds (some uncharitable folks call us "stupid"), we are transformed into active, restless workers.

People are astonished at the size of the eggs that kiwis lay. Although we are not very large birds, perhaps not